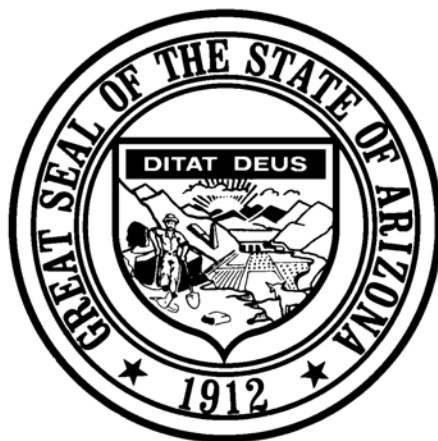**Race to the Top - Early Learning Challenge**
Application for Initial Funding
CFDA Number: 84.412A

ARIZONA

October 16, 2013

To: U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.412A)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

OMB Number: 1810-0710

ELIGIBILITY REQUIREMENTS

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (Indicate the Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
*Arizona Early Childhood Development and Health Board	Attachment J	Dedicated state tobacco tax revenues, state-funded preschool, home visitation, State Advisory Council, HHS Maternal and Child Health Bureau Early Childhood Comprehensive Systems grant
Arizona Department of Economic Security	Attachment J	IDEA Part C, CCDF, home visitation
Arizona Department of Education	Attachment J	IDEA Part B, Title I of ESEA, Head Start Collaboration Office grant, state education agency
Arizona Department of Health Services	Attachment J	Title IV Maternal/Child Block Grant, child care licensing, tobacco settlement education fund

(c) There must be an active Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program in the State, either through the State under section 511(c) of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (Pub. L. 111-148), or through an eligible non-profit organization under section 511(h)(2)(B).

The State certifies that it has an active MIECHV program in the State, either through the State or through an eligible non-profit organization. The Departments will determine eligibility.

✓ Yes

☐ No

**ARIZONA
APPLICATION FOR INITIAL FUNDING UNDER
RACE TO THE TOP – EARLY LEARNING CHALLENGE
CFDA Number: 84.412A**

Table of Contents

List of Abbreviations and Acronyms

AA	Associate in Arts degree
ACA	Affordable Care Act
ADE	Arizona Department of Education
ASK	Academic Standards for Kindergarten
ASRS	Arizona State Retirement System
AZ	Arizona
AzAEYC	Arizona Association for the Education of Young Children
AzD^{3}S	Arizona Data Driven Decision System
AzECLDS	Arizona Early Childhood Learning Data System
AzEIP	Arizona Early Intervention Program
AzELDS	Arizona Early Learning Development Standards (Arizona Early Learning Standards; Arizona's Infant and Toddler Developmental Guidelines: Program Guidelines for High Quality Early Education: Birth through Kindergarten; and Arizona Standards for Kindergarten)
AzELS	Arizona Early Learning Standards, 3rd Edition, May 2013
AzITDG	Arizona's Infant and Toddler Developmental Guidelines, 1st Edition, 2013
AzLP	Arizona Literacy Plan
CAS	Comprehensive Assessment System
CCDF	Child Care Development Fund
CCHS	Child Care Health Consultants
CCR&R	Child Care Resource and Referral
CDA	Child Development Associate credential
CES	Common Essential Early Learning and Development Standards
CLASS	Classroom Assessment Scoring System
DEC	Division for Early Childhood
DES	Arizona Department of Economic Security
DHS	Arizona Department of Health Services
EAC	Enhanced Assessment for the Consortium
EAG	Enhanced Assessment Grant
EC	Early Childhood
ECBG	Early Childhood Block Grant
ECD	Evidence-Centered Design

ECDH	Arizona Early Childhood Development and Health Board
ECE	Early Childhood Education
ECERS	Early Childhood Environment Rating Scale
ECMHC	Early Childhood Mental Health Consultation
ELDP	Early Learning and Development Program
ELDS	Early Learning and Development Standards
ERE	Employee-Related Expenses
ERS	Environment Rating Scales
ESEA	Elementary and Secondary Education Act
FCERS	Family Child Care Environment Rating Scale
FERPA	Family Educational Rights and Privacy Act
FFN	Family, Friend, and Neighbor Child Care Providers
FTE	Full-Time Equivalent
FY	Fiscal Year
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IFSP	Individualized Family Service Plan
IHP	Individualized Healthcare Plan
ITCA	Inter Tribal Council of Arizona
ITERS	Infant Toddler Environment Rating Scale
KDI	Kindergarten Developmental Inventory
KEA	Kindergarten Entry Assessment
LA	Lead Agency
LEA	Local Education Agency
MIECHV	Maternal, Infant, and Early Childhood Home Visiting Program
NAEYC	National Association for the Education of Young Children
NCA	North Carolina Assessment
NIEER	National Institute for Early Education Research
PARCC	Partnership for Assessment of Readiness for College and Career
PD	Professional Development
PII	Personally Identifiable Information
PIR	Program Information Reports
PSA	Participating State Agency
QFS	Quality First Scholarship

RFP   Request for Proposal

RPC   ECDH Regional Partnership Council

RTT-ELC   Race to the Top – Early Learning Challenge

SAC   State Advisory Council (Arizona Early Childhood Development and Health Board (ECDH))

SLDS   State Longitudinal Data System

T.E.A.C.H.   Teacher Education and Compensation Helps

TQRIS   Tiered Quality Rating and Improvement System

WKCF   Arizona Early Learning Workforce Knowledge and Competencies Framework

VI. SELECTION CRITERIA

A. Successful State Systems

Arizona is fully committed to building a more comprehensive, coordinated, and sustainable early childhood (EC) development and health system that is accessible to all families and young children across the state, particularly families and Children with High Needs. The overall goal of the state's Race to the Top - Early Learning Challenge (RTT-ELC) reform agenda is that by June 2017, Arizona will integrate and align resources and policies to support young children birth to five—particularly in Targeted High Need Regions—to be ready to succeed in school and life.

(A)(1) Demonstrating past commitment to early learning and development. Arizona's history of progress in EC systems building and innovation over the last 10 years demonstrates this state's capacity to successfully implement an ambitious but achievable reform agenda. Building on a strong foundation and infrastructure, the RTT-ELC scope of work offers a unique opportunity to dramatically accelerate Arizona's momentum, especially for Children with High Needs and children in four Targeted High Need Regions that include urban and rural communities and a federally recognized Indian tribe. Information presented in this section details Arizona's past commitment to early learning and development and establishes ambitious, but achievable goals for further development of its EC system; and describes how the reform agenda will support the alignment and coordination of resources and policies across the state. Arizona proposes to leverage RTT-ELC resources – together with other investments – to meet the needs of Children with High Needs, build on existing policy strengths and coordination of system partners, and increase the capacity of the system to sustain progress after grant funding expires.

Arizona has made significant progress on a number of system priorities over the last several years:

- **A statewide, voter-protected governance structure and funding stream for EC.** A 2006 voter-approved tax increase on tobacco products raises between $120 and $130 million per year to support a statewide EC development system and expand early education, health, and family support services for young children, with an emphasis on Children with High Needs. Arizona is the only state in the nation that has a dedicated EC funding stream and governance model that is protected by the state's constitution. Voters

re-affirmed their commitment in 2010 with 69% of the vote, keeping these funds intact for young children. In the same year, with more than 64% of the vote, the state temporarily increased the sales tax to fund K–12 education during the height of the recession. The 2006 ballot initiative also created the Arizona Early Childhood Development and Health Board (ECDH), a new governance and coordinating infrastructure with a statewide board and 31 Regional Partnership Councils (RPCs) responsible for system leadership and for ensuring that these funds are spent on strategies that result in improved education and health outcomes for children five and younger.

- **Significant stakeholder and public engagement in the EC system.** The ECDH Board includes representatives from across the state and from various political parties, as well as various state agencies administering EC programs. ECDH's 31 RPCs include more than 300 volunteer members engaged in leading local EC initiatives, including parents of young children, representatives of 19 of Arizona's 22 federally recognized Indian tribes and nations, child care providers including Head Start, K-12 educators, health professionals, and members of the faith, business, and philanthropic communities. These RPCs have leveraged local support to enhance early care and education. These RPCs have enlisted strong family involvement that reflects the diversity of their regions. The RPCs play a key role not only in managing ECDH funds and making local grants, but also in connecting to and strengthening community supports for young children and their families. This is a particular strength in reaching and engaging families who otherwise may be disconnected from services or face barriers related to cultural, linguistic, or other factors which can impact and impede participation by Children with High Needs in high quality EC programs and services.

- **Partnership with federally recognized Indian tribes and nations.** There are 566 federally recognized Indian tribes (variously called tribes, nations, bands, pueblos, communities, and native villages) in the United States. The United States Constitution recognizes that Indian Nations are sovereign governments just like states. The Supreme Court, Congress, United States presidents, and hundreds of treaties have repeatedly reaffirmed that Indian Nations retain their inherent powers of self-government. Arizona has more Indian land than any other state in the U.S. (27% of the land mass of Arizona). There are 22 federally recognized Indian tribes and nations in Arizona, representing more

than 296,000 people. They include 27,972 children five and younger living on Indian lands (5% of the state's total population for this age group; see Table (A)(1)-2)). American Indians are one of the state's most socioeconomically disadvantaged groups. Eighty percent of children living on Indian lands live in low-income households (American Community Survey, Table B17024 for 2007-2011). State law guarantees Arizona's federally recognized Indian tribes and nations the right to participate in decisions regarding the EC system. ECDH has developed a strong collaboration with Indian communities. To date, 19 of the state's 22 federally recognized Indian tribes and nations are partnering with ECDH at the regional level, providing important input and participating in funding decisions for their communities.

- **Implementation of a Tiered Quality Rating and Improvement System (TQRIS) - Quality First.** In just four years of implementation, more than 28% of regulated Early Learning and Development Programs (ELDPs) -including public, private, Indian, and faith-based settings as well as family child care homes - are enrolled in TQRIS, an achievement that rivals TQRIS programs in other states that have been operating for a decade or more. Through this system, 46,228 children throughout Arizona are being served by providers dedicated to quality improvement (about 10,000 more children are served by TQRIS in 2013 than in 2011).

- **Scholarships to increase credentials/degrees among the EC workforce.** In 2013, 696 teachers and caregivers were awarded scholarships for coursework toward an EC certification or Associate's degree, including many who serve in rural communities and on Indian lands (compared to 474 in 2010). In its first two years, scholars in Arizona's program earned 25% of the credits earned by students in a similar North Carolina program in 20 years (Teacher Education and Compensation Helps Early Childhood, 2010).

- **Birth to Five program standards and guidelines align with K–12 Curriculum.** Arizona has developed Early Learning Development Standards (ELDS) that align with the state's K–12 curriculum standards, professional development (PD) efforts, and the Ratings Scale used by TQRIS.

- **Early childhood information and resources for all parents of young children.** Arizona provides a variety of resources to help build parents' confidence as their children's first and most important teacher. EC resource kits are offered to the parents of

every newborn in Arizona before they leave the hospital (73,833 kits distributed in 2013 compared to about 64,000 in 2010). A free statewide telephone "warm-line" staffed by nurses and EC experts is available to answer caregivers' toughest questions (3,148 calls answered in 2012 compared to 2,310 calls answered in 2011). Community-based classes offer parents of young children access to information on everything from brain development, early literacy, and effective parenting to nutrition and obesity prevention (62,865 caregivers attended community-based classes in 2013 compared to 59,438 in 2011). A website, QualityFirstAZ.com, launched in August 2013, provides information on what quality looks like in child care and preschool settings, allows parents to search for programs involved in state TQRIS, and provides tools to help caregivers choose quality ELDPs.

- **Support for family, friend, and neighbor care.** For children two years old and younger, the most common form of substitute care for children at all income levels and cultural and linguistic backgrounds is with family, friend, and neighbor (FFN) care providers (who typically offer such care without compensation). Recognizing the value of high quality, developmentally appropriate care in all early care and education settings, whether formal or informal, Arizona has consistently supported information and education for FFN providers as part of its ECDH funding, especially those in high need areas. Arizona has been recognized as a leader in responding to this important component of the early care network for families with young children.

- **Nearly 90% participation by licensed child care providers in Empower, an Arizona Department of Health Services program that partially subsidizes child care licensing fees for programs that actively encourage young children to make healthy choices about nutrition and physical activity.** Arizona was recently recognized as one of only three states utilizing high impact obesity prevention regulations in child care licensing (National Resource Center for Health and Safety in Child Care and Early Education, 2011).

(A)(1)(a) Financial investment in early learning and development programs (ELDPs). Arizona is home to many children with high needs. Five percent of young children in the state reside on Indian lands (see Table (A)(1)-2). In addition, 45% of children from birth to kindergarten entry are of Hispanic/Latino origin (see Table (A)(1)-2), and many young children

in Arizona are English learners (45%) (see Table (A)(1)-2). In addition, 24% of children from birth to kindergarten entry live with single mothers (see Table (A)(1)-2). More than 281,000 children are from low-income families (52% of the total number of children under age six in the state with an income of up to 200% of the Federal poverty rate) (see Table (A)(1)-1). Arizona's low-income households include:

- 80% of children living on Indian lands (American Community Survey, Table B17024 for 2007-2011) and

- 69% of homes in which someone speaks a language other than English (American Community Survey, PUMS data for 2007-2011).

The data demonstrate that the need for access to early childhood services in Arizona is great.

Arizona's financial investments in the state's EC system have come in the context of the country's severe economic downturn. Like most states, Arizona had to confront extremely large budget deficits – $2.56 billion in 2009 (25.4% of the general fund budget) and $1.2 billion in 2010- the second highest budget deficit in the nation that led to one of the largest reductions in state spending (National Conference of State Legislatures, 2009). While funding for the state's Early Childhood Block Grant (ECBG) – historically a major source of funding for ELDPs – was eliminated and funding for state contributions to Individuals with Disabilities Education Act (IDEA) Part C and Child Care Development Fund (CCDF) decreased, home visitation, Pre-K Scholarships and investments in other ECDH programs increased (see Table A(1)-5). In FY2013, despite the fiscal crisis and painful cuts across the state general fund budget, overall state contributions to early childhood surpassed those in FY 2010-2012 (see Table A(1)-5) due to tax revenues approved by Arizona voters directed at strategies targeting state's population of Children with High Needs (N=281,222). Fifty-two percent of the total number of young children in the state live in families with an income of up to 200% of the Federal poverty rate (see Table (A)(1)-1). Over the last five years, Arizona has invested approximately $606 million in ELDPs (see Table (A)(1)-4)).

Much of the recent increased spending was made possible by the timely passage of Proposition 203 in 2006 that created the Arizona ECDH. This marked the beginning of a voter-protected, dedicated funding stream for EC, a statewide governance structure with diverse representation, and a local delivery mechanism for EC education, health, and family support

programs in Arizona (see Attachment A for a description of the governance structure).

Since its inception, the ECDH has invested state funding secured through the voter-approved tobacco tax with a consistent focus on ensuring high-quality programming for young children, with a particular emphasis on Children with High Needs. The table below details the increased expenditures across all program areas from SFY2009 through SFY2014.

Table A-i: Arizona Early Childhood Development and Health (ECDH) Expenditures by Goal Area SFY 2009-2014

Area	FY09[1]	FY10	FY11	FY12	FY13	FY14 Awarded[2]	TOTAL	% of Total
Quality & Access	15,466,870	29,082,047	32,966,411	53,329,715	64,158,268	74,536,076	269,539,387	45
Professional Development	96,997	3,372,097	5,477,048	6,563,969	6,687,924	6,966,346	29,164,381	5
Health	8,533	7,723,329	15,162,992	22,168,664	19,111,777	20,061,981	84,237,276	14
Family Support	510,856	22,723,334	31,610,191	35,951,494	35,535,953	36,313,788	162,645,616	27
Evaluation	201,478	5,533,566	7,893,307	3,975,693	2,030,557	7,641,855	27,276,456	5
Coordination	0	326,608	683,651	1,210,028	1,142,964	1,004,299	4,367,550	1
Community Awareness	856,140	1,997,846	4,787,506	4,742,413	3,588,305	3,153,487	19,125,697	3
TOTAL	17,140,874	70,758,827	98,581,106	127,941,976	132,255,748	149,677,832	596,356,363	100%

Strong philanthropic support. In addition to public investment for Children with High Needs, Arizona's philanthropic community invests substantially in EC development and health. Major philanthropic foundations with a longstanding commitment to EC include the Virginia G. Piper Charitable Trust (more than $36 million in support of EC health and education since its inception in 2002); the Helios Education Foundation (more than $10.4 million since 2010); the Arizona Community Foundation (almost $3.5 million), and the Nina Mason Pulliam Charitable Trust ($4 million since 1998). In addition to direct funding of EC efforts, philanthropic investments built the infrastructure to support the creation of ECDH and the new dedicated funding stream for EC. Philanthropic dollars also incubated successful programs that are now

---

[1] The first full year of grant funding from ECDH was SFY2010 (July 1, 2009-June30, 2010). However, there were expenditures during the last 2-3 months of state fiscal year 2009, primarily as the result of the ECDH's approval to expedite expenditures in some FY2010 regional grant awards in strategies that would assist families hit hardest by the combination of the Great Recession and the resulting drastic cuts in state funding for human services (e.g., child care scholarships, home visitation, food security, etc.).

[2] This figure represents the amount in grant awards approved by the ECDH for SFY2014 as of 9/30/13.

sustained through public funding. For example, Arizona Parent Kits, offered to all parents of newborns as they leave hospitals and birthing centers, were originally funded by the Piper Trust and are now funded by ECDH. Finally, philanthropic support will be a crucial funding source for implementing and sustaining this plan.

(A)(1)(b) Increase in participation of ELDPs. Despite the severe economic crisis, the number of Arizona Children with High Needs participating in ELDPs has increased. In 2013, at least 50% of children participating in ELDPs including home visitation were Children with High Needs (see Table A(1)-3[3] and Table A(1)-5)– underscoring the state's commitment to its most vulnerable young children. There has been an increase in state-funded preschool enrollment, a slight increase in the number of children participating in programs funded by IDEA Part B and a slight decrease in the number of children in programs funded by IDEA Part C (Table (A)(1)-5).

The CCDF program caseload was reduced by more than 15,000 children between 2007 and 2013 due to the decline in state revenues that forced reductions in spending (Table (A)(1)-5). However, for the past four years, a Memorandum of Understanding (MOU) with the Department of Economic Security (DES) allows DES to count ECDH spending in early childhood as the state's match for federal CCDF. This partnership targets maintaining access for child care subsidies to 30,000 children each month. The child care subsidy program monthly average caseload decreased by about 3,000 children between 2012 and 2013 due to the decline in state revenues that forced reductions in spending (see Table (A)(1)-5). The FY2014 budget championed by Governor Janice K. Brewer and approved by the Arizona legislature included a $9 million increase to state general fund support for child care subsidy to prevent thousands of low-income children from losing child care subsidies that allow them to access ELDPs while their parents work.

ECDH tobacco revenue maintained access to ELDPs for children who otherwise would have lost access to early learning, including preschool programs. ECDH provides scholarships to children birth to five from low-income families who receive child care and education in TQRIS settings. The number of children birth to five receiving TQRIS scholarships more than doubled since FY2011 (6,171 in FY2011 to 14,121 in FY2013). This includes scholarships for children ages three to five years in public and private prekindergarten programs to increase the number of

---

[3] This is a rough estimate since some children might be receiving multiple services and would be double counted.

Children with High Needs enrolled in high-quality preschool programs.

(A)(1)(c) Legislation, policies, and practices. The timeline below highlights some of Arizona's most significant legislation, policies, and practices since 2001.

Figure A-i: Arizona's Commitment to Improving Early Learning & Development System

2001
- **Smart Beginnings:** Community-based conversation about the need to plan a coordinated, public-private family support system for Arizona's young children and their families.

2002
- **School Readiness Board:** Created by governor to reduce duplication and fragmentation in the system. Developed state's first comprehensive vision for a well-funded collaborative state system for EC education and health.

2005
- **Arizona Early Learning Standards:** Widely vetted and culturally, linguistically, and developmentally appropriate standards adopted by State Board of Education.

2006
- **Arizona Early Childhood Development and Health Board:** Arizona voters create new funding stream and statewide EC governance structure.

2008
- **State Advisory Council:** Governor designates Early Childhood Development and Health Board as SAC.

2010
- **"Move on When Reading"** : Legislature enacts 3rd grade reading legislation including kindergarten reading assessment provision in state statute.

2011
- **Governor Brewer's P-20 Reform Agenda**: Focus on standards and assessments, effective use of data, great teachers and leaders, and support for struggling schools.
- **Arizona School Readiness Indicators:** ECDH adopts statewide school readiness indicators.

2012
- **BUILD Arizona:** Arizona becomes one of ten states selected to join national EC systems-building initiative.
- **Native American Language Certification:** New policy enables certified Native language speakers to teach their Native languages in EC classrooms.
- **State Literacy Director:** Piper Trust partners with ADE, Head Start Collaboration Office, ECDH, and philanthropies to lead statewide efforts in early literacy.

2013
- **Arizona Early Learning Standards:** Aligned to new K-12 standards.
- **Arizona PD Framework:** Adoption of Arizona Early Childhood Professional Development Systems Framework.
- **Arizona WKCF:** Development of Arizona Early Learning Workforce Knowledge and Competencies and Arizona Career Lattice.

The most notable statutory accomplishment has been the creation of the Arizona ECDH

Board to coordinate and oversee the development of a statewide, high-quality EC development and health system. The statewide program was established by a citizen's ballot initiative and created a new, dedicated source of EC funding. The $120 to $130 million generated from tobacco taxes per year is protected by law and must be spent on early education and health services for children from birth to five. In addition, no more than 10% of the funds generated can be spent on administrative costs.

ECDH's primary goal is to ensure children, particularly Children with High Needs, begin kindergarten prepared in all the Essential Domains of School Readiness. At the systemic level, the intent is to create a coordinated infrastructure of EC providers and stakeholders to help address the longstanding fragmentation of the state's EC system. ECDH led a year-long strategic planning process that involved multiple stakeholders and input from more than 300 individuals, organizations, agencies, and Indian governments. The ECDH established the following system priorities, which are entirely consistent with, but predate the RTT-ELC goals and involve: increasing the quality of, access to, and affordability of regulated early care and education settings; enhancing families' access to support services; creating a comprehensive and coordinated PD system; improving access to developmental screening and high quality preventative health care; improving nutrition and physical activity to reduce childhood obesity; securing adequate and sustainable funding; building a comprehensive, aligned, and accountable system; adopting quality standards, curriculum, and assessments; and cultivating public awareness and support for ECDH (ECDH, 2011e) (Attachment B). Reflecting the system priorities, the ECDH Board also established 10 School Readiness Indicators to gauge Arizona's progress in supporting young children's success in school (Attachment C).

(A)(1)(d) Current status of building blocks of high-quality early learning system. Arizona has many exemplary programs and practices upon which to build that relate to the RTT-ELC grant objectives. They are briefly described below.

Early learning and development standards (AzELDS). First adopted by the state Board of Education in 2005, the Arizona ELDS offer a comprehensive framework in all Essential Domains of School Readiness that are developmentally, culturally, and linguistically appropriate for planning high-quality early learning experiences (Arizona Department of Education, 2013b) (Attachment D). The AzELDS consist of three documents: (a) Arizona's Infant Toddler Developmental Guidelines (AzITDG) (ECDH & Arizona Department of

Education, 2012); (b) Arizona Early Learning Standards (for children ages three to five) (AzELS) (Arizona Department of Education, 2013b); and, (c) Academic Standards for Kindergarten (ASK) (Arizona Department of Education, 2010a). The standards are aligned with major frameworks and competencies (see Section (C)(1), Figure C-I for a list of alignments). Arizona's ELDS were revised with input from diverse communities and stakeholders statewide. As a result, Arizona's ELDS are considered at the forefront among states in being culturally and linguistically responsive and reflecting different cultural and linguistic approaches to learning and development.

Comprehensive assessment systems. Arizona's TQRIS uses two validated classroom and program assessment tools, the EC Environment Rating Scale (ECERS) and Classroom Assessment Scoring System (CLASS), to determine where child care programs are ranked on a five-point scale. Formative assessments and screening measures are embedded in the TQRIS point scale (ECDH, 2011c) Attachment E) and are required for an implementation of ELDPs rated at the 3-, 4-, and 5- tier levels. Participating programs are required to assess children's growth and development through portfolio assessment using screenings, anecdotal records, work samples, and developmental checklists. Arizona also has adopted a common child-level formative assessment system for EC programs funded by the ADE, the RTT-ELC partner. RTT-ELC funding will be used to identify a common child-level developmental screening tool and support the successful implementation of a Kindergarten Entry Assessment (KEA) tool in 2016-2017.

Health promotion practices. Prestigious national organizations, including the Center for Law and Social Policy and the National Center for Children in Poverty, have recognized Arizona for its progressive models of health promotion, including care coordination models, commitment to infant/toddler mental health, and movement toward a more comprehensive medical home model. Child care health consultants and mental health consultants provide technical assistance to EC educators, providing information and guidance on the health, safety, and social-emotional development of the children in their care. In FY2013, child care health consultants and mental health consultants provided assistance to 796 and 396 providers respectively statewide (compared to 893 and 221 providers respectively statewide in 2011). Arizona is also committed to improving oral health and nutritional outcomes for young children. In FY2014, ECDH has allocated more than $6 million toward oral health, nutrition, obesity, and physical education

(compared to $4.7 million in FY2013). In 2011, a historic statewide Arizona American Indian Oral Health Summit was held. This was the first time in Arizona state history that a multi-agency summit was held to discuss prevention and treatment strategies for children residing on Indian lands.

Arizona is a part of the prestigious Irving B. Harris Institute infant mental health PD network and home to one of only 17 intensive Harris Institute training programs for mental health clinicians and other professionals working with young children. Finally, the Arizona High Risk Perinatal Program has received national acclaim for having contributed to an infant mortality rate that is lower than the national average (St. Luke's Health Initiatives, 2011). Throughout this work, Arizona is connecting the health system to the early learning system through initiatives including Reach Out and Read, which provided 193,000 books to more than 101,120 children from birth to age five through pediatric offices in FY2013.

Family engagement strategies. Arizona offers a continuum of services — across state agencies — that provides culturally relevant and inclusive family support, from community-based family support centers to intensive home visiting. Community programs stress the importance of early education and health, teach parenting skills and promote early literacy by teaching parents evidence-based family literacy strategies designed to strengthen young children's language and literacy acquisition.

Arizona's robust and highly regarded home visitation system includes evidence-based programs like Healthy Families, Nurse Family Partnership, Parents as Teachers, and Early Head Start, among others (See Table (A)(1)-5). In FY2013, these agencies provided more than $53 million in funding for Arizona's network of home visitation programs, which in FY2013, helped about 50,000 young children form stronger, more supportive parent-child relationships (see Table (A)(1)-5). In FY2014, funding for home visitation in Arizona includes a commitment of almost $1 million made by ECDH RPCs to programs specifically benefitting children on Indian lands. In September 2011, DHS was awarded $36 million from the Infant and EC Home Visiting (MIECHV) Program home visitation grant to develop a systematic approach for planning, funding, and collaborating to provide accessible, high-quality home visiting services. This grant helps to build a high-quality statewide system as designed by the Arizona Home Visiting Task Force (The Arizona Early Childhood Home Visiting Task Force, 2010).

Development of EC educators. Arizona has a rich history, going back at least three

decades, of working to improve the skills of early educators. Current efforts are underway to link PD to college credit, to develop a streamlined progression of degrees and credentials that align with Career Lattice, to increase access to EC certificates and degrees, and retain these highly trained professionals in the field. T.E.A.C.H. EC® Arizona is a scholarship program that gives staff in child care centers and homes access to higher education coursework. The program supports the cost of tuition and books, as well as a travel stipend and time off from work to attend classes. In FY2013, more than 696 scholarships were awarded to teachers and caregivers statewide. By 2011, Arizona T.E.A.C.H. scholars earned 25% of the credits earned in T.E.A.C.H. North Carolina in 20 years. In 2011, T.E.A.C.H. Arizona invested the highest percentage of funding on direct scholarship costs of any T.E.A.C.H. state. Investments in in T.E.A.C.H. scholarships increased in the last two years. In addition, Arizona is the only state to concentrate efforts on removing barriers to participation for teachers and caregivers working with children residing on Indian lands (Teacher Education and Compensation Helps Early Childhood, 2010). The ECDH Professional REWARD$ program promotes retention of high-quality early care and education professionals by providing financial awards based on educational achievement, wages earned, and hours worked per week. Through FY2013, 4,907 stipends have been awarded to EC educators (compared to 1,782 in 2011) (ECDH, 2011a; ECDH & Arizona Department of Education, 2012). As stated earlier, ECDH also provides education and information to FFN caregivers. Between 2010 and 2013, ECDH invested almost $7.9 million to help FFN caregivers expand their understanding of early childhood development and build their skills engaging young learners in their care. In FY2014, ECDH has allocated about $3.4 million to support FFN providers. This support has resulted in many FFN providers stepping up to secure additional PD opportunities, and has encouraged some of them to become certified family child care homes and, thus, eligible for the TQRIS.

Kindergarten entry assessments (KEA). Arizona is strongly committed to the use of assessment to support college and career readiness. The first of 10 indictors used by Arizona to gauge progress in school readiness statewide is the number/percent of children demonstrating school readiness at kindergarten entry across all five domains of development (see Attachment C and Section (E)(1) for details on the development of Arizona's KEA and the state's participation in a consortium to develop a K-3 Enhanced Assessment System. The KEA will provide kindergarten teachers the information they need for individualized

instruction, give system stakeholders information about school readiness trends, and link existing 3rd–12th grade assessments with K-3 data (Goal 6.2).

Effective data practices. Since its inception in 2006, ECDH has provided focused investments into the creation of data systems —over $34.6 million in comprehensive research and evaluation including building a comprehensive data warehouse system. ECDH's data systems currently integrate through the transfer of data through a secured File Transfer Protocol process, with numerous data systems throughout the state. Further, four state agencies –ECDH and the departments of Health, Education, and Economic Security are working together to coordinate information on ELDPs' status and eligibility in the four agencies' regional and TQRIS systems. ECDH provides data on programs enrolled in TQRIS to the Arizona Department of Health Services (DHS), the Arizona DES, and other providers —both to help coordinate current efforts and prepare for deeper integration. This data alignment and collaboration will facilitate initiatives described further in Section (E)(2). Goal 7.1 in this proposal supports activities that will enhance the EC Longitudinal Data System and align and connect assessment results across the Comprehensive Assessment System (CAS) statewide.

Table (A)(1)-1: Children from Low-Income[4] families, by age		
	Number of children from Low-Income families in the State	**Children from Low-Income families as a percentage of all children in the State**
Infants under age 1	45,047	8%
Toddlers ages 1 through 2	94,131	17%
Preschoolers ages 3 to kindergarten entry	142,044	26%
Total number of children, birth to kindergarten entry, from low-income families	281,222	52%
Reported figures are estimates derived from the Census Bureau's American Community Survey (ACS), using Table B17024 for the five-year period of 2007-2011. The ACS provides a total count of children under six years of age (of which 52% have household incomes less than 200% of the federal poverty levels). This total was allocated to the specified age groups using the distribution of young children reported in the full 2010 decennial census.		

---

4 Low-Income is defined as having an income of up to 200% of the Federal Poverty Level.

Table (A)(1)-2: Special populations of Children with High Needs		
Special populations: Children who . . .	**Number of children (from birth to kindergarten entry) in Arizona who…**	**Percentage of children (from birth to kindergarten entry) in Arizona who…**
Have disabilities or developmental delays5	19,411	4%
Are English learners6	246,574	45%
Reside on Indian Lands	27,972	5%
Are migrant7	997	< 1%
Are homeless8	10,795	2%
Are in foster care	6,090	1%
Other as identified by the State **Describe:** **Latino/Hispanic Ethnicity** **Living with Single Mothers**	242,818 75,893	45% 24%

Disabilities or developmental delays – number of children reported as having an IFSP (from the Arizona Department of Economic Security) or IEP (from the Arizona Department of Education).

English learners – from the Census Bureau's American Community Survey (ACS) Public Use Microdata Sample (PUMS). The five-year (2007-2011) person-level file for Arizona was analyzed to identify all children under six years of age who reside in a household in which an adult speaks a language other than English. These children were weighted the person-weights assigned in the person-level file and compared to the total (weighted) number of children identified in the same file.

Reside on Indian Lands – from the Census Bureau's American Community Survey (ACS), using Table B09001 for the five-year period of 2006-2011. Includes all children living on Indian lands that are at least partially in Arizona.

Migrant – from Consolidated State Performance Report: Parts I and II for State Formula Grant Programs under the Elementary and Secondary Education Act as amended in 2001 for reporting on School Year 2011-12.

Foster Care – Number of young children in out-of-home care as of March 31, 2013 according to the

---

[5] For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

[6] For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

[7] For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

[8] The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-2: Special populations of Children with High Needs		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in Arizona who…	Percentage of children (from birth to kindergarten entry) in Arizona who…
Arizona Department of Economic Security's Child Welfare Reporting Requirements Semi-Annual Report (https://www.azdes.gov/InternetFiles/Reports/pdf/semi_annual_child_welfare_report_oct_2012_mar_2013.pdf).		

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool *Specify:* ECDH-funded Pre-Kindergarten Scholarship program *Data Source and Year:* State fiscal year 2013 data reported to ECDH by participating programs	-	-	3,887	3,887
Early Head Start and Head Start[9] *Data Source and Year:* Federal fiscal year 2012 data from Program Information Reports (PIR) as reported by the Arizona Department of Education's Early Childhood Education unit	922	2,387	19,140	22,449

---

[9] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Programs and services funded by IDEA Part C and Part B, section 619 *Data Source and Year:* Part C – Total number of children receiving services in federal fiscal year 2012 as reported by the Arizona Department of Economic Security. The allocation by specific age was calculated using the October 1, 2012 point-in-time count. Part B – October 1, 2012 count reported by the Arizona Department of Education	1,273 (Part C) -	8,464 (Part C) -	- 9,673 (Part B)	9,738 (Part C) 9,673 (Part B)
Programs funded under Title I of ESEA *Data Source and Year:* Consolidated State Performance Report: Parts I & II for State Formula Grant Programs under the Elementary and Secondary Education Act as amended in 2001 for reporting on School Year 2011-12	68		2,349	2,417
Programs receiving funds from the State's CCDF program *Data Source and Year:* Arizona Department of Economic Security, Child Care Administration for state FY 2013. Reported caseload is the number of unique children who received child care subsidies during the year.	4,548	9,803	15,689	30,040

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other *Specify:* ECDH TQRIS scholarship program *Data Source and Year:* State FY 2013 data reported to ECDH by participating programs	1,484	3,852	5,620	10,956
Home visitation (Healthy Families, ECDH Home Visiting, Health Start, MIECHV){Bruner, 2013 #168}				50,214
Total *Duplicated* Count	32,801		56,358	139,373

Title I of the ESEA – The Consolidated State Performance Report for the ESEA combines infants and toddlers into a single age group so a single number for these groups is reported.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program in Arizona	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Child-ren	Number of Non-Hispanic Black or African Ameri-can Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Child-ren
State-funded preschool *Specify*: ECDH Pre-Kindergarten Scholarships	Racial/ethnic data is not collected by this program.						

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program in Arizona	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Child-ren	Number of Non-Hispanic Black or African Ameri-can Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Child-ren
Early Head Start and Head Start10	13,708	5,235	140	917	49	681	14,441
Early Learning & Development Programs funded by IDEA, Part C	3,700	540	151	361	8	38	4,940
Early Learning & Development Programs funded by IDEA, Part B, section 619	4,071	506	181	334	13	230	4,283
Early Learning & Development Programs funded under Title I of ESEA	1,494	115	42	157	6	34	569
Early Learning & Development Programs receiving funds from the State's CCDF program	11,178	1,612	102	4,687	90	982	10,511

Early Head Start and Head Start – 2012 data from Program Information Reports (PIR) as reported by the Arizona Department of Education's Early Childhood Education unit. The race section of the PIR does not include Hispanic ethnicity (i.e., race and ethnicity are considered separately). Thus, the reported race totals include children of Hispanic ancestry (i.e., it is likely that many of the children reported as White are of Hispanic ethnicity). This table also excludes 529 children labeled as an "Other" race as well as 667 categorized as "Unspecified".

IDEA, Part C – Total number of children receiving services in federal fiscal year 2012 as reported by the Arizona Department of Economic Security. The allocation across racial/ethnic groups was calculated using the distribution for the October 1, 2012 point-in-time count.

IDEA, Part B, section 619 – October 1, 2012 counts of pre-kindergarten children receiving services. Due to the Arizona

---

[10] Including Migrant and Tribal Head Start located in Arizona.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program in Arizona	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Child-ren	Number of Non-Hispanic Black or African Ameri-can Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Child-ren

Department of Education's data suppression guidelines to protect personally identifiable data, the reported total by race/ethnicity (9,618) is slightly than the total reported in Table (A)(1)-3 (9,673).

Title I of the ESEA – Estimated allocations are derived by applying the racial/ethnic distribution for children of all ages receiving ESEA services reported in the Consolidated State Performance Report (Section 2.1.2.2) to the total number of reported number of pre-kindergarten children receiving services (Section 2.1.2.3).

CCDF program – Count of unique clients who received child care subsidies in fiscal year 2013. Data from the Arizona Department of Economic Security's Child Care Administration. The table excludes 868 children for whom race and/or ethnicity is unknown.

Table (A)(1)-4: Historical data on funding for Early Learning and Development

Type of investment	Funding for each of the Past 5 Fiscal Years				
	2009	**2010**	**2011**	**2012**	**2013**
Supplemental State spending on Early Head Start and Head Start[11]	-	-	-	-	-
State-funded preschool *Specify:* Early Childhood Block Grant First Things First Pre-Kindergarten Scholarships	11,531,200 250,000	3,858,700 1,264,100	- 6,524,300	- 2,200,000 (see note)	- 11,940,400
State contributions to IDEA Part C	23,426,000	23,791,000	24,579,000	16,716,000	14,300,000

---

[11] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	**Funding for each of the Past 5 Fiscal Years**				
	2009	**2010**	**2011**	**2012**	**2013**
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	3,561,800	3,273,000	2,915,900	3,082,500	3,082,500 (est.)
Total State contributions to CCDF[12]	30,340,100	31,130,300	31,042,300	28,455,100	29,706,200
State match to CCDF *Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)*	Met	Met	Met	Met	Met
TANF spending on Early Learning and Development Programs[13]	36,382,600	1,838,400	1,855,600	1,561,400	0
Other State contributions *Specify:* ECDH (Quality First) Scholarships	13,239,200	16,471,500	- (see note)	- (see note)	- (see note)
Other State contributions *Specify:* Other ECDH Programs	2,643,700	32,051,500	43,056,300	52,087,300	49,998,200
Other State contributions *Specify:* Maternal, Infant, and Early Childhood Home Visiting Program	-	-	40,800	400,800	12,000,000
Other State contributions *Specify:* Healthy Families [home visiting program]	12,790,300	1,447,600	6,417,300	6,258,300	8,600,000
Total State contributions:	134,164,900	115,126,100	116,431,500	110,761,400	129,627,300

Figures are generally reported on a state fiscal year basis, which runs from July 1 to June 30.

State-funded preschool (ECDH Pre-Kindergarten Scholarships) and ECDH (Quality First) Scholarships – beginning in fiscal year 2011, the State began counting spending on these programs as match and maintenance of effort spending for the CCDF. To avoid double-counting, the spending was only recorded in

---

[12] Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

[13] Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development				
Type of investment	**Funding for each of the Past 5 Fiscal Years**				
	2009	**2010**	**2011**	**2012**	**2013**

the state contributions to CCDF row. For fiscal year 2011, the state contribution to CCDF includes about $10 million in Quality First scholarships; in fiscal year 2012, it includes $21 million in Quality First scholarships and $7 million in Pre-Kindergarten scholarships; and in fiscal year 2013, it includes $30 million in Quality First scholarships.

TANF Spending – includes spending on child care subsidies for young children.

Special education, ages 3 years through kindergarten entry – includes the Arizona State Schools for the Deaf and the Blind's preschool program. Spending data for fiscal year 2013 was not immediately available so the estimate was set equal to fiscal year 2012 expenditures.

Other First Things First programs – includes a variety of initiatives to improve the quality of the State's early care programs (e.g., development of a quality rating system, professional development for the early care workforce) and a home visitation program.

Maternal, Infant, and Early Childhood Home Visiting Program – the fiscal year 2013 amount is an estimate based on the program's fiscal year 2013 budget plan.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years[14]				
	2009	**2010**	**2011**[15]	**2012**[14]	**2013**[14]
State-funded preschool *(annual census count; e.g., October 1 count)* *Specify:* Early Childhood Block Grant (2009-2010) pre-kindergarten children receiving services and ECDH Pre-Kindergarten Scholarships (2010-2013)	5,447	4,183	2,407	3,166	5,038
Early Head Start and Head Start[16] *(funded enrollment)*	22,159	22,222	22,725	22,449	Not available
Programs and services funded by IDEA Part C and Part B, section 619 *(annual December 1 count)*	10,429 (Part C) 9,335 (Part B)	10,176 (Part C) 9,493 (Part B)	9,960 (Part C) 9,667 (Part B)	9,738 (Part C) 9,673 (Part B)	Not available
Programs funded under Title I of ESEA *(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)*	3,237	3,173	3,196	2,417	Not available
Programs receiving CCDF funds *(average monthly served)*	56,956	39,244	33,924	32,797	30,040
Other: ECDH TQRIS Scholarships	7,137	4,773	3,764	5,806	9,083
Home visitation ((Healthy Families, ECDH Home Visiting, Health Start, MIECHV){Bruner, 2013 #168}					50,124

State-Funded Preschool – data reported by the Arizona Department of Education. Funding for this program was eliminated in fiscal year 2011.

Early Head Start and Head Start – data from Program Information Reports (PIR) as reported by the

---

14 Includes all Children with High Needs served with both Federal dollars and State supplemental dollars.

15 Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

16 Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years[14]				
	2009	**2010**	**2011**[15]	**2012**[14]	**2013**[14]

Arizona Department of Education's Early Childhood Education unit.

IDEA Part C – Total number of children receiving services in each federal fiscal year as reported by the Arizona Department of Economic Security. The federal fiscal year 2013 count is not yet available.

IDEA Part B, section 619 – Annual October 1 counts reported by the Arizona Department of Education. The 2013 count is not yet available.

Title I of ESEA – the Consolidated State Performance Report for school year 2012-2013 is not due until December so the 2013 column has been left blank.

CCDF Program - Count of unique clients who received child care subsidies in each fiscal year. Data from the Arizona Department of Economic Security's Child Care Administration.

Home visitation count is based on 2.2 children per family.

Table (A)(1)-6 : Current status of the State's Early Learning and Development Standards

An "X" in a box indicates where Arizona's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Essential Domains of School Readiness	Age Groups		
	Infants	**Toddlers**	**Preschoolers**
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required in Arizona

An "X" in a box indicates where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool *Specify: ECDH Pre-K slots*	X	X	X	X	
Early Head Start and Head Start[17]	X	X	X	X	
Programs funded under IDEA Part C	X	-	-	-	
Programs funded under IDEA Part B, section 619	X	X	X	-	
Programs funded under Title I of ESEA	-	-	-	-	
Programs receiving CCDF funds	-	-	-	-	
Current TQRIS requirements *Specified by tier:*	*See rows below*	*See rows below*	*See rows below*	*See rows below*	
Tier Level 1	-	-	X	-	
Tier Level 2	-	-	X	-	
Tier Level 3	-	X	X	X	
Tier Level 4	X	X	X	X	
Tier Level 5	X	X	X	X	
State licensing requirements	-	-	-	-	

---

17 Including Migrant and Tribal Head Start located in Arizona.

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State

An "X" in a box indicates where the elements of high-quality health promotion practices are currently required.

Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	**Developmental, behavioral, and sensory screening, referral, and follow-up**	**Health promotion, including physical activity and healthy eating habits**	**Health literacy**	**Other**
State-funded preschool *ECDH Pre-K slots*	X	X	X	X	
Early Head Start and Head Start	X	X	X	X	
Programs funded under IDEA Part C	-	X	-	-	
Programs funded under IDEA Part B, section 619	X	X	X	X	
Programs funded under Title I of ESEA	X	-	X	-	
Programs receiving CCDF funds	X	-	-	-	
Current TQRIS requirements *Specified by tier:*	*See rows below*	*See rows below*	*See rows below*	*See rows below*	
Tier Level 1	X	-	X	X	
Tier Level 2	X	-	X	X	
Tier Level 3	X	-	X	X	
Tier Level 4	X	X	X	X	
Tier Level 5	X	X	X	X	
State licensing requirements	X	-	X	-	

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within Arizona *This table describes the types of high-quality family engagement strategies required in Arizona.*	
Types of Programs or Systems	**Describe Family Engagement Strategies Required Today**
State-funded preschool *Specify:ECDH Pre-K Slots*	Parents are and will remain the primary educators of their children. Local ELDPs are encouraged to instill family engagement practices in to their learning communities. ELDPs in receipt of this funding must create and implement written plans for family engagement. The written plan indicates the myriad of ways that families are engaged throughout the year, such as parenting education classes, home visits, and conferences, family activity nights, volunteer opportunities, coordination of resources, and opportunities for families to participate in programmatic decisions, governance, and advocacy. ELDPs must also strive to provide children and families with seamless service as they move to kindergarten entry. This is done through the creation and implementation of a comprehensive, written kindergarten transition plan that offers transition activities and parent education throughout the year. Included activities support child-school connections; family-school connections; and school-school connections. Further guidance is evidenced in the Program Guidelines for High Quality Early Education: Birth through Kindergarten within Linguistic & Cultural Integration, Family Engagement & Support as well as within the Community Outreach & Collaboration sections.
Early Head Start and Head Start	Family engagement is core to Head Start's history and mission. Head Start programs host ongoing parent trainings and special events around topics such as safety, nutrition, child development, and father involvement. Each Head Start grantee is required to have a parent policy council, which gives parents direct authority over many details of the programs' governance and operations such as lesson plans and menus, and gives parents an opportunity to learn and practice leadership skills. Parents also receive regular progress updates on their child's health and developmental issues, and each family works closely with a family service worker around their own individualized goals and plans. Head Start also supports families by giving them the tools and training they need to be confident advocate for their children's education throughout their lives.
Programs funded under IDEA Part C	Family engagement is a cornerstone. Parent priorities, interests and desired family and child outcomes define intervention activities with each family. Early intervention coaching, the primary intervention modality, focuses on promoting the confidence and competence of parents and other caregivers in fostering their child's engagement in family/caregiving relationship and routines, so parents are partners, both teaching and learning with the early intervention professionals involved with their family. All parents are provided a survey at the time of their Individualized Family Service Plan; the survey asks families to respond to questions about the efficacy and impact of early intervention. As part of the monitoring process, families supported by the early intervention program are interviewed about

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within Arizona

This table describes the types of high-quality family engagement strategies required in Arizona.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	their experience, their knowledge of rights and other requirements and ideas to improve the program. Parents are also members of the Governor-appointed Interagency Coordination Council (ICC) and its Committees, which advises and assists in establishing and implementing policies, reviewing performance and compliance data, and developing and monitoring compliance and improvement activities.
Programs funded under IDEA Part B, section 619	ELDPs in receipt of this funding are encouraged to create and implement plans for family engagement beyond participation in the special education process and the creation of the Individualized Education Plan. Local ELDPs are encouraged to instill family engagement practices into their learning communities. ELDPs are encouraged to utilize a myriad of ways that families are engaged throughout the year such as parenting education classes, home visits, and conferences, family activity nights, volunteer opportunities, coordination of resources, and opportunities for families to participate in programmatic decisions, governance, and advocacy. ELDPs must also strive to provide children and families with seamless service as they exit special education or transition to kindergarten. This is done through the creation and implementation of a comprehensive, written kindergarten transition plan that offers transition activities and parent education throughout the year. Further guidance is evidenced in the Program Guidelines for High Quality Early Education: Birth through Kindergarten within Linguistic & Cultural Integration, Family Engagement & Support as well as within the Community Outreach & Collaboration sections.
Programs funded under Title I of ESEA	Title I Programs must address the engagement of families as part of their Title I plan submitted for approval through ADE. Parents must remain well-informed as to their progress of their child and actively engaged as a partner with the learning process. ELDPs are encouraged to utilize a myriad of ways that families are engaged throughout the year, such as parenting education classes, home visits and conferences, family activity nights, volunteer opportunities, coordination of resources, and opportunities for families to participate in programmatic decisions, governance, and advocacy. ELDPs are required to create a transition plan to assist families in a seamless transition into kindergarten.
Programs receiving CCDF funds	The Arizona child care subsidy program operates a family choice model, where families make the decision of the type of early learning and development program and selection of the individual provider that cares for their child. Information on quality environments is provided to families both verbally and in writing to aid in their decision making. All CCDF contracts require the program to allow the family full access to the facility while their children are in attending.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within Arizona
This table describes the types of high-quality family engagement strategies required in Arizona.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
Current TQRIS requirements *Specified by tier*	All tiers: ECDH requires that ELDPs invite families into the children's area as part of the daily routine, share information about the child's health and safety, greet each parent and provide a pleasant and orderly departure, and provide written records of infants' daily feeding, diapering and naps. 3-5 tier levels: At the higher levels, ECDH requires that there be a written process for sharing curriculum with families, that parent teacher conferences are offered at least once per year, and that there be a written transition plan for transitions from home to early learning program and from program to kindergarten. When necessary, families are referred to appropriate resources, or health or intervention services.
State licensing requirements	None required.

Table (A)(1)-10: Status of all early learning and development workforce credentials currently available in the state				
List the early learning and development workforce credentials in the state	**If state has a workforce knowledge and competency framework, is the credential aligned to it?** *(Yes/No/ Not Available)*	**Number and percentage of Early Childhood Educators who have the credential**		**Notes (if needed)**
		#	**%**	
Child Development Associate — Preschool	Yes	280	2.28%	128 = CDA's earned 1/1-10/9-13 152 = CDA's renewed 1/1-10/9/13
Child Development Associate — Infant/toddler	Yes	90	0.73%	63 = CDA's earned 1/1-10/9-13 27 = CDA's renewed 1/1-10/9/13
Child Development Associate — Family Child Care	Yes	18	0.15%	5 = CDA's earned 1/1-10/9-13 13 = CDA's renewed 1/1-10/9/13

Table (A)(1)-10: Status of all early learning and development workforce credentials currently available in the state				
List the early learning and development workforce credentials in the state	**If state has a workforce knowledge and competency framework, is the credential aligned to it?** *(Yes/No/ Not Available)*	**Number and percentage of Early Childhood Educators who have the credential**		**Notes (if needed)**
		#	**%**	
Child Development Associate — Home Visitor	Yes	7	0.06%	5 = CDA's earned 1/1-10/9-13 2 = CDA's renewed 1/1-10/9/13
Provisional early childhood education, birth through age 8 or grade 3	Yes	1041	8.47%	
Provisional early childhood special ed., 0-5	Yes	94	0.77%	
Reciprocal provisional early childhood education, birth through age 8 or grade 3	Yes	190	1.55%	
Reciprocal provisional early childhood special ed, birth-5	Yes	43	0.35%	
Standard early childhood education, birth through age 8 or grade 3	Yes	809	6.59%	
Standard early childhood special ed., 0-5	Yes	657	5.35%	
Until the state registry is fully functioning, Arizona is unable to track the requested data at a statewide level. Therefore, the data provided reflects an aggregation of the data currently available through a variety of sources as described below. The Council for Professional Recognition (The Council) provided the actual number of CDA credentials and renewals earned between 1/1/13-10/9/13 via a formal data request on 10/9/2013. The Council does not have the capacity to provide an accurate count of TOTAL CDA credentials in AZ. The CDA percentages were calculated using the actual number of CDA credentials				

List the early learning and development workforce credentials in the state	If state has a workforce knowledge and competency framework, is the credential aligned to it? *(Yes/No/ Not Available)*	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	**%**	

Table (A)(1)-10: Status of all early learning and development workforce credentials currently available in the state

earned between 1/1/13-10/9/13 divided by the total number of EC Educators in the state.

The Arizona Department of Education provided the actual number of active certificates in the State Educators Certification System. The ADE certification percentages were calculated using the actual number of active certificates divided by the total number of EC Educators in the state.

The total number of EC Educators in AZ (12,284) was calculated utilizing the only *current and reliable* data available as determined by ECDH. The data used came from the Bureau of Labor Statistics and the AZ Department of Educator Certification System.

The following occupation titles and numbers were pulled from the Bureau of Labor Statistics (BLS) website (http://www.bls.gov/oes/current/oes_research_estimates_2012.htm):

Childcare Workers	1,970
Education Administrators, Preschool and Childcare Center/Program	120
Kindergarten Teachers, Except Special Education	2,640
Preschool Teachers, Except Special Education	1,070
Special Education Teachers, Preschool	190

The following occupation titles and numbers could not be pulled from BLS website due to the way in which the Bureau aggregates its data. However, ADE was able to provide the data currently available to them as self-reported by each district in the state. Due to technical difficulties currently being faced by some of the districts, the data provided is NOT comprehensive. For example, it does not include the Mesa school district (one of the largest in the state) as well as a number of smaller districts. Due to a lack of employee resources needed to actually calculate an approximate for the missing districts, an estimate could not be provided. Another reason the state registry is needed.

Certified 1st-3rd Grade Teachers, Except Special Education	2,817
Certified Special Education Teachers, Grades 1-3	1,864
Certified Special Education Teachers, Kindergarten	1,613

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the state that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the state that issue credentials or degrees to Early Childhood Educators	**Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year**	**Does the entity align its programs with the state's current Workforce Knowledge and Competency Framework and progression of credentials?** *(Yes/No/ Not Available)*
ASU–Arizona State University College of Education	111	Yes
Arizona Western College	59	No
Central Arizona College	35	No
Chandler–Gilbert Community College	27	Yes
Cochise College	8	Yes
Coconino County Community College	4	Yes
Eastern Arizona College	6	Yes
Glendale Community College	23	Yes
Grand Canyon University College of Education	36	Yes
Mesa Community College	16	Yes
Mohave Community College	2	No
NAU–Northern Arizona University	100	Yes
Northland Pioneer College	56	Yes
Ottawa University	33	Yes
Paradise Valley Community College	8	Yes
Phoenix College	16	Yes
Pima Community College	81	Yes
Prescott College	15	No

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the state that issue credentials or degrees to Early Childhood Educators

List postsecondary institutions and other professional development providers in the state that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the state's current Workforce Knowledge and Competency Framework and progression of credentials? *(Yes/No/ Not Available)*
Rio Salado Community College	17	Yes
Scottsdale Community College	1	No
South Mountain Community College	59	Yes
U of A–University of Arizona College of Education	24	Yes
Yavapai College	9	Yes

Note: Until the state registry is fully functioning, Arizona does not have an efficient system in place to track postsecondary institutions and other PD providers that issue credentials or degrees to Early Childhood Educators at a statewide level. Therefore, the data provided does not reflect any credentials that *may* be available from PD providers.

The data provided is representative of the 2012-2013 Academic Year and was collected by contacting all of the state's institution of higher education by e-mail and/or phone. Because there are no uniform reporting standards, numbers may include CDAs, college certificates, degrees (AA, AAS, BA, BAS, BS Ed.) that may or not lead to institutional recommendations for ADE credentials.

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	**Essential Domains of School Readiness**				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? *(Y/N)*	N/A	N/A	N/A	N/A	N/A

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	**Essential Domains of School Readiness**				
	Language and literacy	**Cognition and general knowledge (including early mathematics and early scientific development)**	**Approaches toward learning**	**Physical well-being and motor development**	**Social and emotional development**
Domain aligned to Early Learning and Development Standards? *(Y/N)*	N/A	N/A	N/A	N/A	N/A
Instrument(s) used? *(Specify)*	N/A	N/A	N/A	N/A	N/A
Evidence of validity and reliability? *(Y/N)*	N/A	N/A	N/A	N/A	N/A
Evidence of validity for English learners? *(Y/N)*	N/A	N/A	N/A	N/A	N/A
Evidence of validity for children with disabilities? *(Y/N)*	N/A	N/A	N/A	N/A	N/A
How broadly administered?	N/A	N/A	N/A	N/A	N/A
Results included in Statewide Longitudinal Data System? *(Y/N)*	N/A	N/A	N/A	N/A	N/A
Note: Arizona is developing a common KEA slated for implementation in 2016.					

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
Data systems currently in use in Arizona that include early learning and development data	**Essential Data Elements** *An "X" signifies inclusion in Arizona's data systems.*						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
ECDH Quality First Data System	-	X	X	X	X	X	-
REWARD$ Data System	-	X	X	-	X	-	-
T.E.A.C.H. Data System	-	X	X	-	X	-	-
Helpline Data System	-	-	-	X	-	-	-

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
Data systems currently in use in Arizona that include early learning and development data	**Essential Data Elements** *An "X" signifies inclusion in Arizona's data systems.*						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Arizona Department of Education (AzD^{3}S)	X	X	X	X	X	X	X
Longitudinal Child Study of Arizona Data System	X	X	X	X	X	X	X
Department of Health – Licensing Mainframe	-	-	X	-	-	X	-
Department of Economic Security – Subsidy and CCDF Data System	X	-	X	X	-	X	X
Child Care Resource and Referral	-	-	X	-	X	X	-
Head Start/Early Head Start	X	X	X	X	X	X	X
Healthy Families Data System	X	X	X	X	-	-	X
TQRIS Scholarships Data System	-	-	X	-	-	X	X
Child Care Health Consultation – CareFacts	-	-	X	-	-	X	-

(A)(2) Articulating Arizona's rationale for its early learning and development reform agenda and goals.

(A)(2)(a) *Seven ambitious, yet achievable goal areas for Children with High Needs.*
In this section, Arizona presents a comprehensive early learning and development reform agenda that is ambitious, yet achievable (see Figure A-ii and Attachment F). This agenda builds on the state's progress to date as described in (A)(1), emphasizes the state's priorities in supporting Children with High Needs in seven goal areas, and will result in improved measureable school readiness outcomes for all children, including Children with High Needs. The state's overall goal for RTT-ELC is that by June 2017, Arizona will integrate and align resources and policies to support young children birth to five, particularly those with high needs living in Targeted High Need Regions, to be ready to succeed in school and in life. To support this overall goal, Arizona proposes 27 specific, measurable, attainable, realistic, timely goals that are grouped into seven goal areas and reflect the system priorities established by ECDH (Attachment B and Attachment F). Each goal has a clear set of activities that will be implemented within a reasonable timeline. The goals are presented in detail throughout the proposal. Arizona developed a Goal Template that addresses nine criteria of the High-Quality Plan. Every goal is presented through the Goal Template and includes information on the goal definition, key activities, timelines, responsible parties, financial resources, supporting evidence, performance measures linked to each goal, and how the goal addresses different types of programs and Children with High Needs.

Arizona's reform agenda is built around seven clearly-articulated goal areas as shown in Figure A-ii and Table A-ii below.

Figure A-ii: Arizona's High-Quality Plan

ARIZONA'S HIGH-QUALITY PLAN

Goal Areas			
1 Support an ambitious early learning and **REFORM AGENDA**	**2** Align and raise **STANDARDS**	**3** Provide information and resources to **FAMILIES**	
4 Promote early learning and development **OUTCOMES**	**5** Build a great early childhood education **WORKFORCE**	**6** Use comprehensive **ASSESSMENT** systems and kindergarten entry assessment	**7** Develop, align and enhance **DATA** systems

Budget estimates are linked to each of the goals/activities and are displayed in Tables I-4 and I-5. All goals from Goal Area 1 map into Section (A); Goal Area 2 into Section (B); Goal Area 3 and 4 into Section (C); Goal Area 5 into Section (D), Goal Area 6 into Sections (E). Finally, all goals and corresponding goal areas address Children with High Needs/Targeted High Need Regions to be able to close the readiness gap between Children with High Needs and their peers at kindergarten entry. All goal areas present a cohesive, sustainable, targeted plan of action that Arizona can realistically implement in the next four years (see performance indicators for each set of goals). Some of the goal areas (e.g., Goal Area 2) build on strategies and initiatives that are already in place (i.e., TQRIS, ELDS). Other Goal Areas (e.g., Goal Area 6) address components where reform will be initiated to produce deliverables and impacts. All goal areas will provide experience and information that will inform future efforts to bring strategies to scale statewide.

Table A-ii.: *Arizona's High-Quality Plan*

Overall RTT-ELC Goal: By June 2017, Arizona will integrate and align resources and policies to support young children birth to five, particularly those with high needs living in high need areas, to be ready to succeed in school and in life.							
CORRESPONDING GRANT SECTION	(3 Goals)	(6 Goals)	(6 Goals)	(2 Goals)	(4 Goals)	(3 Goals)	(2 Goals)
BUDGET Total: $52, 354, 500	Section A: $2,947,500	Section B: $29,595,000	Section C: $8,597,000		Section D: $7,954,000	Section E: $2,861,000	
Reform Agenda Goal Area	Goal Area 1 Reform Agenda	Goal Area 2 Standards	Goal Area 3 Families	Goal Area 4 Outcomes	Goal Area 5 Workforce	Goal Area 6 Assessment	Goal Area 7 Data

Goal Area 1. By June 2017, Arizona will show evidence of support of an ambitious early learning and **reform agenda** that targets Children with High Needs as further specified in three goals/ one subgoal.
Goal Area 2. By June 2017, Arizona will continue to align and raise **standards** for existing early learning and development programs that serve Children with High Needs, including Head Start, public and private preschools, and child care, with coordination and referral to home visiting, and intervention services for children with special needs as further specified in six goals/ eight subgoals.
Goal Area 3. By June 2017, Arizona will provide information and resources to **families**, particularly those with Children with High Needs, about the quality of programs, importance of early literacy and how they support the development and health of their child as further specified in six goals/ one subgoal.
Goal Area 4. By June 2017, Arizona will strengthen promotion of early learning and development **outcomes** across Essential Domains of School Readiness for all children, particularly those with high needs, reflected in clear standards what children should know and be able to do and are measured through comprehensive assessment systems as further specified in two goals/ four subgoals.
Goal Area 5. By June 2017, Arizona will continue to build a great early childhood education **workforce**, supported by strategies to train, support, and retain high-quality teachers, providers, and administrators, particularly those who work with Children with High Needs as further specified in four goals/ five subgoals.
Goal Area 6. By June 2017, Arizona will align and measure outcomes and progress using Comprehensive **Assessment** Systems, including a Kindergarten Entry Assessment, as further specified in three goals/ three subgoals.
Goal Area 7. By June 2017, Arizona will align, coordinate, and enhance **data** systems as further specified in two goals/ five subgoals.

Ensuring the Success of Arizona's High-Quality Plan through Lessons Learned from Focused Investment in Targeted High Need Regions

Arizona will ensure the success of the state's High-Quality Plan by piloting many of its efforts in four Targeted High Need Regions. The areas selected – one urban, two rural, and one comprised of Indian lands – were chosen based on several factors, including: a disproportionate number of Children with High Needs living in the region (e.g., high poverty, high number of English language learners, etc.); barriers faced by families in accessing services (e.g., lack of available services, transportation, etc.); existing

Figure A-iii. RTT-ELC Target High Need Regions

infrastructure to support targeted investment; relationships with early childhood stakeholders that can be leveraged to produce greater results; and either existing local base funding of strategies in the High Quality Plan or the absence of funded of strategies that address critical components of school readiness (and therefore, place the children in those regions at greater risk for educational failure) (see Attachment G for additional information).

In addition, three of the four regions selected allow efforts to focus on areas of the state with high concentrations of children living on Indian lands or children who are English language learners. Arizona is home to 22 sovereign Indian tribes and nations representing 296,000 people who live on Indian lands, including 27,972 young children. This facilitates relationship-building and program delivery to many Indian children. The San Carlos Targeted High Need Region has 100% of young children living on Indian lands. By contrast, children who are English language learners are integrated into virtually every Arizona community. In order to address the needs of this population, some programs must be delivered at the statewide level, with additional efforts made to scale up programs in areas with high concentrations of linguistically isolated families (e.g., Goal 3.1, see Attachment F). Linguistically isolated families are households in which no one over 14 in the home speaks English "very well." The South Phoenix and Santa Cruz

Targeted High Needs Regions have high concentrations of linguistically isolated households (26% and 56%, respectively compared to 6% statewide) (see Table A-iii and Attachment G).

Table A-iii describes some of the additional demographic and economic characteristics of the four communities that contributed to their selection as a Targeted High Need Region. (For a more expanded list of demographic, economic and health data per region, see Attachment G).

Table A-iii: Arizona's Targeted High Need Regions

Region	Location	% of Young Children Living in Poverty (100% FPL)*	% of young children living with a single mother	% of households that are linguistically isolated	% of children who fail 3rd grade standardized tests in reading
Arizona	Statewide	24%	25%	6%	25%
Navajo/Apache	Northeastern Arizona; two hours from state's 3rd largest metropolitan area	34-37% of 0-17 year olds	18%	3%	27-60%, depending on district
San Carlos Apache Tribe	Indian lands located in Central Arizona approximately 1 hour from largest metropolitan area	54% of kids 0-5	40%	n/a	51%
Santa Cruz	Adjacent to the U.S.-Mexico border; southernmost region	30% of kids 0-5	17% (single parent)	26%	28%
South Phoenix	Central Arizona; part of largest metropolitan area	34% of kids 0-5	26%	56%	31-62%, depending on district
For the purposes of selection as a Targeted High Need Region, child poverty (defined as the percentage of young children with families living at or below 100% of the Federal poverty level (FPL).					

The ECDH has RPCs established in each of the four areas. Each RPC includes representation from a variety of early childhood stakeholders, including parents of children 0-5, K-12 educators, health providers, businesses, faith communities, philanthropic organizations, and where applicable, Indian tribes and nations. For the past five years, these RPCs have been working to build and leverage relationships to maximize the resources available to meet the needs of children five and younger in their communities. All four regions enthusiastically support the RTT-ELC activities and scope of work (Letters of Support from the four Targeted High Need Regions are included among the 92 Letters of Support for the Statewide Plan, Attachments H and I). Each region is supported by ECDH staff assigned to the region, as well as designated state office staff that can assist with operational or programmatic issues affecting the regions. In addition, as part of its High-Quality Plan, ECDH proposes to hire one FTE grant coordinator and one FTE Indian specialist. Each of these positions will be dedicated to providing technical assistance and support to the staff, RPCs, and community stakeholders working to

implement RTT-ELC activities statewide and in the Targeted High Needs Regions. In addition, the positions will be responsible for monitoring, compiling, and distributing information about the successes achieved, barriers faced, and solutions identified in implementing RTT-ELC activities in the Targeted High Need Regions to inform statewide implementation of similar efforts both during the grant cycle and after grant funding terminates. By focusing RTT-ELC activities in such Targeted High Need Regions, Arizona will demonstrate the efficacy of a comprehensive system of service delivery and provide evidence to inform and promote future scale-up efforts statewide. Plans for particular strategies supporting each goal are provided in detail in Sections (B)-(E), including goals that will include the Targeted High Need Regions.

(A)(2)(b) High-Quality Plan Summary

Overall RTT-ELC Goal	By June 2017, Arizona will integrate and align resources and policies to support young children birth to five, particularly Children with High Needs living in high need areas, to be ready to succeed in school and in life.

ECDH and participating state agencies – including ADE, DHS, and DES – will work together through an Interagency Directors' Coordinating Council (made up of directors and/or designees from participating state agencies (PSA) – those that are home to child care subsidies, child welfare, foster care, the Head Start Collaboration Office, IDEA Part B and C, child care licensing, immunizations, health promotion, MIECHV home visiting, and K–12 system and with representation from the Governor's Office). The Council will be appointed by the Governor to facilitate interagency coordination, streamline decision making, and effectively allocate resources to focus on implementing the reform agenda plan with a specific set of deliverables and performance indicators. This group will provide an ongoing and executive-level vehicle for facilitating inter-agency coordination on mutually agreed upon priorities and streamlining decision-making by bringing agency leadership together on an regular basis. In addition, an RTT-ELC Grant Management Advisory Taskforce will be formed with representation from: DES (the PSA responsible for child care subsidy and programs under Part C of the Individuals with Disabilities Education Act ("Individuals with Disability Education Act Amendments of 1997 [IDEA]," 1997), Inter-agency Coordinating Council for Part C; DHS (the PSA responsible licensing of early learning programs and health and mental health care health and mental health care); ADE (the state educational agency and the PSA responsible for programs under Section 619 IDEA Part B; local educational agencies and institutions of higher education; local providers

of early childhood education and development services; Head Start agencies, including migrant, seasonal and Tribal Head Start programs; the State Director of Head Start Collaboration; RPCs; and, other community stakeholders.

The Taskforce will be responsible for setting the strategic policies and program direction for the RTT-ELC initiatives through a coordinated planning process. It will monitor progress against the goals stated in the grant and subsequent planning and will recommend mid-course corrections and resolutions as new, unforeseen opportunities, issues, and challenges arise. It will serve as a conduit to external stakeholders, and help to spread to the local level the all-important collaborative approaches and relationships formed at the state level. Implementation Team, the RTT-ELC Grant Manager at ECDH and at each of the PSAs, ECDH Chief Financial Officer, and a Financial Monitors at PSAs will assist with day-to-day activities and budgetary responsibilities (also see Budget Narrative).

High-Quality Plan: Key Goals	The High-Quality Plan has 27 goals that are grouped into seven Goal Areas (see Table A-iv).

Table A-iv: Timeline and Milestones for Arizona's RTT-ELC Proposal[18]

	Year 1				Year 2				Year 3				Year 4			
	Quarter				Quarter				Quarter				Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. RFP/Targeted High Need Region Set Up Activities, an Interagency Director's Coordinating Council and Grant Management Taskforce establishment.	X															
2. Finalize activities supporting each of the goal areas.	X	X														
3. Usability testing phase statewide (for some activities) in Targeted High Need Regions and on Indian lands.	X	X	X	X												
4. Implementation Phase: Exploration and Adoption.				X	X	X										
5. Implementation Phase: Program Installation					X	X	X	X	X							
6. Implementation: Initial							X	X	X	X	X	X				

---

[18] All activities that support the overall RTT-ELC goal are modeled after the stages of implementation proposed by the National Implementation Research Network. The timelines and milestones are summarized across the timelines and milestones supporting specific goals.

		Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Implementation																	
7. Implementation: Full Operation													X	X	X	X	X
8. Implementation: Innovation and Sustainability														X	X	X	X
Parties Responsible and Key Personnel Assigned	ECDH, participating state agencies (DES, DHS, DoE), stakeholders, and partners will work together through an Interagency Director's Coordinating Council and Grant Management Advisory Taskforce																
Financial Resources Total RTT-ELC	A total of $52,354,500 for 4 years: $8,631,000 in Year 1, $15,057,000 in Year 2, $15,567,000 in Year 3, and $13,099,500 in Year 4. For agency allocations, please see Budget Narrative.																
Supporting Evidence	N/A																
Key performance measures	Completion of Goals 1.1 and 1.3. The establishment of the Interagency Directors' Coordinating Council, RTT-ELC Grant Management Advisory Taskforce, and Implementation Team; performance measures for 27 goals.																
How will this goal meet the needs of different types of Learning and Development Programs?	Activities included in the proposal support professional development of an effective, culturally and linguistically diverse early educator workforce. Diverse types of programs will benefit from the TQRIS and other activities, especially those who service Children with High Needs and those in Targeted High Need Regions.																
How will this goal meet the needs of Children with High Needs in high need areas?	The overall focus of the RTT-ELC work is to coordinate the state's efforts in supporting Children with High Needs in seven goal areas, and is likely to result in improved measureable school readiness outcomes for Children with High Needs. The state's capacity to scale up statewide will be built as well.																
Selection Criterion Addressed	(A)(2), (A)(3), (A)(4), Absolute Priority, Priorities 3-5																
Cross-reference to other projects/goals	The Overall Goal is linked to seven goal areas and 27 specific goals.																

High-Quality Plan: Goal 1.1	By April 2014, Arizona will develop an interagency coordination plan to coordinate and align early education and development services across Arizona, and specifically for Children with High Needs and their families in Targeted High Need Regions.

This project will provide support needed to successfully manage the RTT-ELC grant, coordinating with PSAs, contractors, advisory boards, and stakeholders (see Figure A-iv, Section (A)(3)).

Table A-v: Timeline and Milestones for Goal 1.1

	Year 1				Year 2				Year 3				Year 4			
	Quarter				Quarter				Quarter				Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Hire RTT-ELC Grant Manager	X															
Communicate with the federal RTT-ELC team about progress	X															
Participate in cross-state RTT discussions related to system development	X															
Hire additional staff	X															
Monitor project expenditures	X															
Create Interagency Directors' Coordinating Council, RTT-ELC Grant Management Advisory Taskforce, and Implementation Team	X															
Start regular meetings	X															
Establish connections with four High Need Region representatives	X															
Identify barriers to implementation	X															
Convene tribal liaisons from PSAs	X															
Develop an interagency coordination plan	X															
Solicit feedback on the plan	X															
Finalize the coordination plan, sign MOUs	X															

Parties Responsible and Key Personnel Assigned	ECDH, participating state agencies (DES, DHS, ADE), Implementation Team
Financial Resources **Section A**	A total of $2,947,500 for 4 years: $730,000 in Year 1, $730,000 in Year 2, $740,000 in Year 3, and $747,500 in Year 4. For agency allocations, please see Budget Narrative.
Supporting Evidence	MOUs from all participating state agencies
Key performance measures	# of hired staff # of people on an Interagency Directors' Coordinating Council and the Advisory Taskforce # of MOUs developed and signed
How will this goal meet the needs of different types of Learning and Development Programs?	Fulfilling our commitment to young Children with High Needs means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective commitment to work across sectors to realize this vision. ELDPs will have a road map of funding priorities and data will be used to track progress toward School Readiness outcomes.

How will this goal meet the needs of Children with High Needs in high need areas?	Goal 1.2 documents measurable progress for Children with High Needs and those who care and educate them. These system-level indicators, when tracked over time, help estimate impacts on child outcomes.
Selection Criterion Addressed	(E)(2), (A)(2), (D)(2), Absolute Priority
Cross-reference to other projects/goals	Goal 1.1 is linked to system-level outcomes and activities (Section A)

High-Quality Plan: Goal 1.3	By June 2016, the ECDH and partners will have a long-term plan for sustaining the progress toward the high quality goals, specifically targeting Children with High Needs.

ECDH and partners will develop a long-term plan to sustain progress beyond the end of the RTT-ELC funding.

Table A-vi: Timeline and Milestones for Goal 1.3

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Interagency Directors' Council develops a draft of the sustainability plan					X	X										
Solicit feedback from PSAs and Grant Management Advisory Taskforce						X	X	X								
Finalize sustainability plan									X							
Develop public-private partnerships for sustainability and to diversify the early childhood funding streams	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	ECDH, Interagency Directors' Council, participating state agencies (DES, DHS, ADE), Implementation Team
Financial Resources Section A	A total of $2,947,500 for 4 years: $730,000 in Year 1, $730,000 in Year 2, $740,000 in Year 3, and $747,500 in Year 4. For agency allocations, please see Budget Narrative.
Supporting Evidence	N/A
Key performance measures	Finalized sustainability plan # of public/private partnerships established Diverse funding amounts committed to early childhood by public/private entities, including individuals, business and philanthropies

How will this goal meet the needs of different types of Learning and Development Programs?	Fulfilling our commitment to young Children with High Needs means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective commitment to work across sectors to realize this vision. ELDPs have a road map of funding priorities tracking progress toward School Readiness outcomes related to performance indicators.
How will this goal meet the needs of Children with High Needs in high need areas?	Goal 1.2 documents measurable progress for Children with High Needs and those who care and educate them. These system-level indicators, when tracked over time, help estimate impacts on child outcomes.
Selection Criterion Addressed	(E)(2), (A)(2), (D)(2), Absolute Priority
Cross-reference to other projects/goals	Goal 1.2 is linked to system-level outcomes and activities (Section A), PD (Section D), and using assessments to document outcomes.

High-Quality Plan: Goal 1.2	1. 2. By June 2017, the proposed early learning and reform agenda will show measurable progress toward Arizona School Readiness Indicators-related outcomes for Children with High Needs and those who care for and educate them across Arizona and in Targeted High Need Regions.

Ten School Readiness Indicators adopted statewide by the ECDH Board are designed to guide and measure progress in building an effective EC system in Arizona (see Attachment C). Taken collectively, they provide a comprehensive picture of how the state is preparing its youngest children, especially those with High Needs, for success in kindergarten and beyond.

Table A-vii: Timeline and Milestones for Goal 1.2

	Year 1				Year 2				Year 3				Year 4			
	Quarter				Quarter				Quarter				Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Finalize an evaluation plan	X	X														
Finalize performance indicators esp. those targeting Children with High Needs	X	X	X													
Strategic planning sessions, solicit input from the Interagency Directors' Coordinating Council		X	X													
Finalize the logic model	X	X	X													
Develop additional fields to collect School Readiness Indicator outcomes		X	X	X												
Monitor vendors, grantees to collect and submit data on Arizona School Readiness Indicators-related outcomes for Children with High Needs and those who care		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
for and educate them																
Analyze data					X	X	X	X	X	X	X	X	X	X	X	X
Produce reports to summarize findings				X	X	X	X	X	X	X	X	X	X	X	X	X
Convene National Evaluation Panel						X							X			
Monitor system-level indictors and outcomes (data dashboard, web portal) over time					X	X	X	X	X	X	X	X	X	X	X	

Parties Responsible and Key Personnel Assigned	ECDH, participating state agencies (DES, DHS, ADE), Implementation Team, ECDH Research and Evaluation Division
Financial Resources	Funding is provided by ECDH tobacco tax revenues and is not requested in this RTT-ELC application.
Supporting Evidence	Appendix C lists 10 School Readiness Indicators
Key performance measures	See Appendix C for a full list of performance indicators.
How will this goal meet the needs of different types of Learning and Development Programs?	Fulfilling our commitment to young Children with High Needs means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective commitment to work across sectors to realize this vision. ELDPs have a road map of funding priorities tracking progress toward School Readiness outcomes related to performance indicators.
How will this goal meet the needs of Children with High Needs in high need areas?	Goal 1.2 documents measurable progress for Children with High Needs and those who care and educate them. These system-level indicators, when tracked over time, help estimate impacts on child outcomes.
Selection Criterion Addressed	(E)(2), (A)(2), (D)(2), Absolute Priority
Cross-reference to other projects/goals	Goal 1.2 is linked to system-level outcomes and activities (Section A), PD (Section D), and using assessments to document outcomes.

In the next section, we introduce the seven goal areas and associated goals that support targeted strategies in the Core Areas and selected Focused Investment Areas, each of which is further described in the corresponding section of this proposal.

(A)(2)(c)*Rationale for selected criteria in each focused investment area* **C, D, and E.**
Summary of the State Plan. Arizona addressed the following Focused Investment Areas: (C)(1),
(C)(2), (C)(3), (C)(4), (D)(1), (D)(2), E(1), and (E)(2). With RTT-ELC funding, Arizona will
accelerate its progress in preparing Children with High Needs for school by integrating and
aligning resources and policies to support young children birth to five, particularly in Targeted
High Need Regions. A strong governance structure with ECDH's leadership will continue to
scaffold the system by supporting system infrastructure, coordinating evaluation, building public
awareness and support, and securing and coordinating the financial resources required to sustain
this reform agenda (through the Interagency Directors' Coordinating Council and RTT-ELC
Grant Management Advisory Taskforce). Arizona will encourage quality and consistency
through the promotion of the early learning standards, which provide instructional consistency
and help articulate the entire breadth of skills, competencies, and knowledge children need for
school success. Emphasizing language and literacy rich family environments for English
language learners and children on Indian lands will further ensure their academic preparedness.
A strong PD system will bolster well-defined college matriculation and professionals navigating
their way to a certificate or degree. A statewide kindergarten assessment will provide teachers
with the data they need for effective individualized instruction and measure our success as a
system. Cross-system data policies and networks and a partnership with federally recognized
Indian governments to support a tribal data system will allow analysis across the CAS statewide
and between the early childhood and K–12 systems (see Attachment F).

    Focused Investment Area C — Promoting Early Learning and Development.
In recognition of this system's strengths in the areas of ELDS and family engagement, Arizona
has elected to respond to all selection criteria in (C). Children with High Needs are a priority
throughout this proposal and efforts to identify them are an integral part of the comprehensive
EC system (also addressed in (C)(3)). The projects Arizona describes in (C)(1) will allow the
state to leverage the completed and aligned AzELDS to ensure their widespread dissemination
and use among diverse providers statewide. Section (C)(2) will allow for better implementation
of early screening and assessment (Goal 4.3) and allow for improved engagement with the
parents of Children with High Needs (Goal 4.2). There is a great need to align and integrate
assessments and share assessment results and screening in order to avoid duplication and to
coordinate services for Children with High Needs who are served by multiple ELDPs.

Ultimately, this will result in a more effective use of assessment information, provide a framework for PD, and bring order to a disorganized system (Goal 6.1). The state's response to selection criteria (C)(4) builds on Arizona's strong existing framework of family engagement and support services to focus on language and literacy acquisition for Children with High Needs, including children residing on Indian lands. In studies based on the Early Childhood Longitudinal Survey (Kindergarten Cohort), Farkas and Hibel (2008) found substantial evidence that family interventions can positively impact school readiness for Children with High Needs, helping to close disparities in readiness at kindergarten entry. These proposed strategies will invest significant resources toward improving coordinated, community-wide interventions that promote family literacy practices for Children with High Needs and reinforce the confidence of parents as their child's first and best teachers.

Expanding the Use of Early Learning Standards (C)(1). Arizona has a widely vetted and culturally, linguistically, and developmentally appropriate ELDS for children birth through five. Currently, these standards are required of regulated programs and serve as the basis of the state's TQRIS rating system. Because ELDS define the desired content and outcomes of young children's education, they can lead to greater opportunities for positive development and learning in these early years. To enhance these positive outcomes, Arizona's High-Quality Plan will increase the skills and knowledge of the statewide EC workforce about early learning and development outcomes across all five Essential Domains of School Readiness as reflected in the AzELDS (Goal 4.1) including educators on Indian lands (Goal 2.4.1). Arizona will increase the number of EC educators using the early learning standards, assessments, and program guidelines by investing in a statewide Quality First Academy to increase the state education department, Head Start, and TQRIS coaching cadre's ability to provide direct training, assistance, and support for EC educators' use of the ELDS (Subgoals 4.1.1-4.1.3). By June 2017, Arizona will also use the ELDS and health and safety standards as a framework to increase families' knowledge and skills to promote their child's learning and development statewide and in Targeted High Need Regions (Goal 3.3).

Supporting effective use of Comprehensive Assessment System (C)(2). Arizona understands the need for a consistent and comprehensive assessment system and acknowledges what currently exists is disjointed. Through TQRIS, a coordinated, comprehensive assessment system will incorporate standards for using multiple valid and reliable assessments across

multiple settings. Through its High-Quality Plan Arizona will develop and strengthen components of a CAS to coordinate child and environmental assessments between the departments of health, education, and economic security and key early learning partners, such as Head Start Programs. Enhancing the early childhood learning data system that connects PSAs, the broader early learning community and the P-20 state Arizona Data Driven Decisions System (AZD^{3}S) allows Arizona to track child screening activities that begin at birth and extend through age five. Such tracking will provide connections between screening, formative assessments, environmental and child and adult interaction assessments in TQRIS, as well as assessments for health and safety. Proper development and implementation of early screening and assessment, PD on assessment tools, and engagement of parents of Children with High Needs will increase awareness and effective use of assessment information.

Identifying/addressing the needs of Children with High Needs (C)(3). Promoting children's physical, social, and mental development is critically important in Arizona. Engaging and building parents' capacity to promote their children's health in all areas is a focus of Arizona's High-Quality Plan. Arizona is currently coordinating with multiple PSAs (DES, DHS, and ADE) to use the *Stepping Stones to Caring for Our Children* (2013) to align health and safety standards. The state will increase PD and support for child care health consultants and inclusion specialists in the application of these standards. Arizona is actively working to increase the number of consistent and routine screenings for developmental and learning delays, and referrals for needed services and follow up. ELDPs, home visitation programs, and other family support programs that target Children with High Needs are the focus of this integrated system.

Child nutrition and physical activity are critical components of this work because, although the prevalence of overweight and obesity among Arizona young children is consistent with the national average, disparities within the state based on race and/or ethnicity and income are increasing. Arizona will expand efforts to train EC educators through implementation of the Empower standards to improve quality practices with respect to physical activity and nutrition.

In Targeted High Need Regions, Arizona will increase a comprehensive, consultative model using early childhood mental health consultants and inclusion specialists that provide on-going training and on-site technical assistance. These experts will support ELDPs with understanding the established goals and objectives of children's Individualized Education Plans (IEPs), Individual Family Service Plans (IFSPs), or medically diagnosed (by a doctor,

psychiatrist, or psychologist) health conditions and how to incorporate them into the program's established curriculum and daily routines.

Engaging and Supporting Families (C)(4). Arizona has a well-developed family support system – components range from low-intensity parenting advice available by telephone to community-based family support programs to intensive home visiting. With RTT-ELC funding, Arizona will advance effective parent support and engagement models for Children with High Needs, reinforcing the importance of parent engagement at home, in ELDPs, and across the community. Arizona's ELDS (ECDH, 2011b) include dedicated sections on Family Engagement and Support and Linguistic and Cultural Integration that are designed to help families engage in their children's education and development. Through the Quality First Academy, Arizona's early learning coaches and mentors will ensure programs are effectively preparing Arizona's Children with High Needs for academic success, and positioning home environments as resources that help prepare children in all Essential Domains of School Readiness through application of effective, culturally and linguistically appropriate family engagement strategies. Many Children with High Needs are cared for by their families in monolingual home settings, with limited exposure to English. Appropriate culturally responsive family engagement interventions will give parents the tools and confidence they need to be their child's primary teacher, which supports successful English language acquisition; and ultimately contributes to their child's school readiness (Peifer & Perez, 2011) (Head Start Bureau, 2005) (see section (C)(4) for further details on these family engagement strategies).

Arizona's High-Quality Plan will build on the state's strong partnerships with federally recognized Indian tribes and nations to promote early language and literacy. Arizona will partner with the 11 RPCs on Indian lands to expand native language strategies. The inclusion of early literacy workshops with culturally appropriate books will increase parents' access to early literacy programs and increase their confidence to support their children's early learning. Strategies include identifying or developing materials and curricula in the local native language, training early care and education providers to support native language and cultural preservation programs in early care and education settings, and engaging families to help encourage parents to integrate language and literacy into their family routines and build confidence in their role as their child's first and best teacher.

Focused Investment Area D — A Great Early Childhood Education Workforce
(D)(1), (D)(2). In a state where two out of three teachers in Head Start programs and three out of four teachers at for-profit or nonprofit EC programs don't have Bachelor's degrees, developing and supporting a highly qualified workforce is one of our highest priorities. The absence of a comprehensive EC workforce system compromises the equity and quality of children's experiences. Arizona has chosen to address both Focused Investment Area (D)(1) and (D)(2). To address the high need to build a great ECE workforce, Arizona will expand on its progress to date (as described in (A)(1) and (D)(1)) to implement a comprehensive and coordinated PD system that ensures more EC educators advance along an articulated career pathway that is aligned with the statewide Workforce Knowledge and Competency Framework (WKCF), Career Lattice, and Arizona PD and TA Provider Competencies. (Goal 5.1) Focuses on implementing a streamlined progression of EC credentials and degrees aligned with the WKCF, Career Lattice, and Arizona PD and TA Competencies (Goal 5.2), including the implementation of the AZ EC Workforce Registry (Goal 5.4) and increasing access to degrees through such supports as on-campus mentors, math tutors, Shared Service Alliances, and Communities of Practice (Goal 5.3). The First Focus on Kids Coalition, a strategic partnership of about 70 organizations supporting EC system-building efforts in Southern Arizona designed, implemented, and evaluated a multifaceted, systems approach to improve the pathways and opportunities in PD for EC educators in the Central Pima region. Replicating these Communities of Practice in Targeted High Need Regions will build on existing early childhood expertise to deliver PD tied to college credit.

The current degree progression (Associate's degrees in community colleges, Bachelor's degrees in universities) does not meet the early childhood system's needs because many early childhood educators opt for the Child Development Associate credential (CDA) rather than the A.A. The CDA is often unattached to college credit and includes courses that do not articulate to a four-year degree. Arizona's High-Quality Plan will allow us to remove structural barriers to opportunity by developing an accessible CDA to Associate's to Bachelor's degree progression as well as a statewide Associates of Arts in ECE**.** The plan is supported by community colleges and all three public universities in the Arizona Board of Regents system.

Focused Investment Area E — Measuring Outcomes and Progress. Arizona has a historical commitment to data collection and use, but most data is housed in silos, making data

integration across agencies difficult. Arizona also needs a unified way of understanding children's development and learning as they enter kindergarten. Such information will allow for timely interventions and ensure more students are on a successful trajectory to reading by the 3rd grade, an important goal shared by Governor Jan Brewer, Superintendent of Public Instruction John Huppenthal, and all PSAs. To enhance data practices towards a cohesive, informative data system, Arizona has written to both selection criteria in this focused investment area.

Understanding the status of children's learning and development at kindergarten entry (E)(1). As described in Section (A)(1), Arizona is committed to using data to inform classroom instruction and ensure all children read at grade level by third grade. Arizona is also committed to using assessment to monitor students' progress from the early years through school. Compelled by this commitment, ECDH, ADE, the Governor's Office, and the Piper Trust collaboratively developed a plan (outlined in (E)(1)) to adopt a phased-in implementation of a common statewide kindergarten entry assessment. Such an assessment will measure children's skills and competencies across all Essential Domains of School Readiness, deliver relevant data to kindergarten teachers and parents to inform instruction (Goal 6.2.1), provide feedback on the impact of statewide and community-level systems-change efforts, and link assessment results from preschool with assessments conducted in elementary school. The plan, detailed in (E)(1), identifies a specific, realistic timeline for a four-year phased implementation.

Enhancing an Early Learning Data System (E)(2). In addition, Arizona will enhance the EC Learning Data System that connects PSAs and programs through a coordinated data entry process, and is interoperable with the statewide longitudinal K-12 data system housed within the education department (Goal 7.1)**.** This integrated data network will build on a significant existing commitment to data collection by allowing relevant data sets to be contributed to a central data warehouse, from which Arizona can identify achievement gaps, pinpoint initiatives that best promote positive outcomes, conduct longitudinal analyses, and assess the impact of high-quality programs on Children with High Needs. By June 2017, the Arizona data system will align and connect assessment results across the CAS statewide (Goal 7.2). ECDH will coordinate these efforts to link infrastructure among the state agencies serving children from birth to age five. Our commitment to parent choice and decision making is a core value, therefore complete information about the intent and use of the data will be explicit, and parents may choose to opt out their child's data at any time (see section (E)(2) for a more extensive discussion of this goal

and related strategies).

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

☒ (C)(1)   Developing and using statewide, high-quality Early Learning and Development Standards.

☒ (C)(2)   Supporting effective uses of Comprehensive Assessment Systems.

☒ (C)(3)   Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

☒ (C)(4)   Engaging and supporting families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

☒ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

☒ (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

☒ (E)(1) Understanding the status of children's learning and development at kindergarten entry.

☒ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(A)(3) Aligning and coordinating early learning and development across Arizona.

(A)(3)(a) *A coordinated governing structure. Existing Early Childhood Leadership Structure.* Arizona is the only state with a dedicated early childhood funding stream and governance model that is protected by law. In 2006, with the passage of Proposition 203 and the creation of the Arizona ECDH, Arizona made a commitment to realigning how decisions are made and services are delivered for young children. The statutory responsibilities of the ECDH Board (Ariz. Rev. Stat. Ann. § 8-1171) are listed in Table A-viii below:

Table A-viii. The Statutory Responsibilities of the Arizona Early Childhood Development and Health Board (ECDH)

- Improve the quality of early childhood development and health programs.
- Increase access to quality early childhood development and health programs.
- Increase access to preventive health care and health screenings for children through age five.
- Offer parent and family support and education concerning early child development and literacy.
- Provide professional development and training for early childhood development and health providers.
- Increase coordination of early childhood development and health programs and public information about the importance of early childhood development and health.

Each of these statutory responsibilities - and the work already undertaken through the ECDH and the RPCs as a result – highly aligns with the RTT-ELC grant guidelines. This places Arizona in an ideal position to take advantage of the RTT-ELC funding to further develop a system that will meet the needs of all children in the state –with particular emphasis on Children with High Needs.

The ECDH Board is comprised of nine governor-appointed voting members who are required to represent the geographic and political diversity of the state as well as demonstrate a commitment to early childhood development and health. In addition to these voting members, the board includes as ex-officio members executive leaders from the three state agencies that administer public funds related to early childhood development and health: the departments of education, health and economic security. This cross-agency structure of the ECDH Board underscores Arizona's commitment to developing a coordinated system of early learning, health and development, since the system's core elements are housed within these four agencies.

The governance structure of ECDH also includes 31 local RPCs across the state – each with 11 appointed community members who either live or work in that region, including parents, representatives from Indian communities, educators, health professionals, business leaders, philanthropists, and leaders of faith communities. Each RPC member represents a specific segment of the community that has a stake in ensuring children grow up to be healthy, productive, thriving adults. Based on research, community input, and knowledge of their own communities, the RPCs study and determine local needs, explore options for evidence-based strategies to meet those needs, and recommend to the ECDH Board which early childhood strategies to implement within their regions. This structure enables both emphasis upon ensuring quality improvement and accountability statewide and maximizing local involvement and continuous improvement by leveraging local strengths. It supports family engagement and

leadership and helps ensure that plans and actions are culturally and linguistically responsive to Arizona's diverse child population.

As an example of this emphasis, the statute that created ECDH explicitly stated that all of Arizona's 22 federally recognized Indian tribes and nations are invited to play an active role in the program and governance of Arizona's early childhood system. ECDH's regional governance approach gives Indian tribes and nation's autonomy and decision-making authority on whether and how they wish to be participate — either as a separate RPC, as part of an RPC in which their Indian lands included in the RPC; or, by not participating. To date, 19 Indian tribes and nations have chosen to participate in ECDH RPCs. An additional nine federally recognized Indian tribes and nations elected to participate in their geographic region.

In addition, each RPC, whose geographic area includes Indian lands, must have at least one representative from that Indian community on their RPC. This has also allowed for much greater understanding and cross-fertilization of ideas, with strong culturally and linguistically responsive early childhood programs leading to greater engagement of Indian families in the K-12 education system and much smoother transitions from home and communities to school.

In accordance with the 2007 Head Start Reauthorization("Improving Head Start for School Readiness Act of 2007," 2007), in November 2008, Arizona's governor also designated the ECDH Board as the State Advisory Council on Early Childhood Education and Care (SAC). This option was selected because the work of the SAC as outlined in the Head Start reauthorization –such as conducting regular statewide needs assessments and identifying opportunities for collaboration and coordination – is identical to that of ECDH. In its capacity as the SAC, ECDH convenes and engages the state's designated SAC members to provide EC system leadership.

Over the past three years, the ECDH Board has advanced Arizona's commitment to deep and broad change and success through a comprehensive and inclusive strategic planning process to design and gain consensus on a systems model and approach — including outcomes, goals, roles, and indicators. The process integrated deliberations from the ECDH Board's Arizona Early Childhood Systems Taskforce and three standing sub-committees on Early Learning, Health, and Family Support and Literacy. Additionally, the ECDH Board conducted three formal tribal consultations with the sovereign governments of Arizona's federally recognized Indian tribes and nations.

Proposed Management Structure. To support the activities and investments proposed in this High-Quality Plan, Arizona will build on the system's existing governance infrastructure. Arizona will create two new coordinating entities to leverage existing accountability structures.

Figure A-iv: RTT-ELC Management Structure
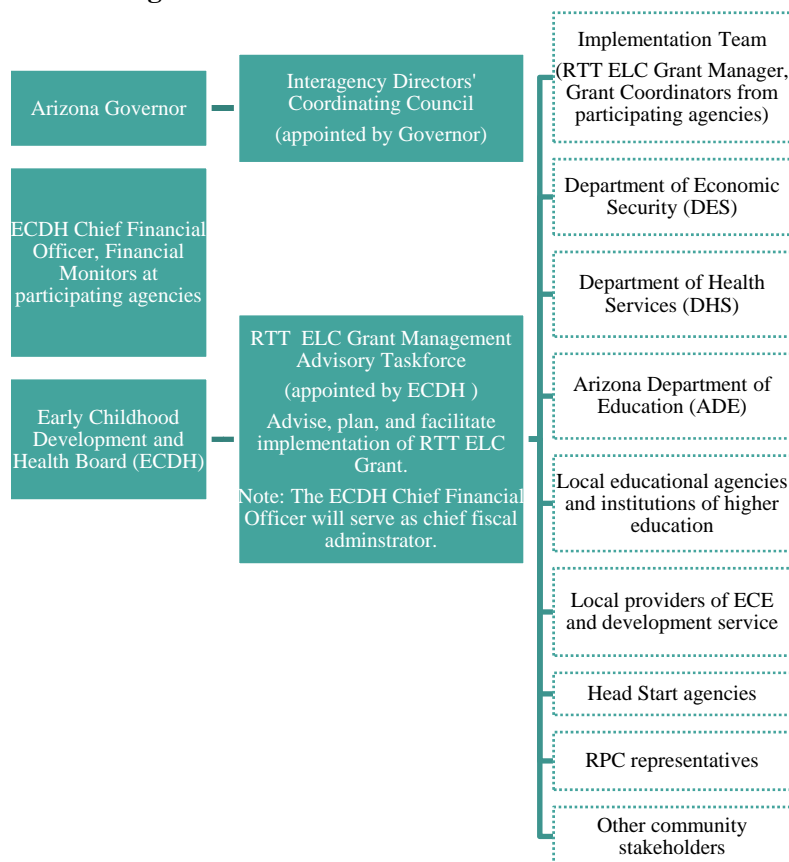
The Governor will create an Interagency Directors' Coordinating Council with the state agency directors and/or designees from the key child-serving agencies –ECDH, DHS, DES, ADE— actively participating as articulated in their MOUs (Attachment J) This group will provide an ongoing and executive-level vehicle for facilitating inter-agency coordination on mutually agreed upon priorities and will streamline decision-making by bringing agency leadership together on a regular basis. The Interagency Directors' Coordinating Council will also make decisions and recommendations about policy and data issues, grant finance, and programs and services. The Council will serve as a forum for addressing a variety of cross-agency issues that inevitably will arise, for example, assigning leadership roles for parts of collaborative projects; agreeing on messages to be released on a particular issue; coordinating how to leverage state and/or philanthropic funds; dealing with pockets of resistance to desired system changes

within large agencies. ECDH will convene the tribal liaisons of PSAs to promote consistent communication with Indian governments to ensure improvements in the quality of ELDPs operating on Indian lands.

In addition, the ECDH Board, acting in its capacity as the State Advisory Council, will establish and convene an RTT-ELC Grant Management Advisory Taskforce. This Taskforce will include representation from: DES (the Participating State Agency (PSA) responsible for child care subsidy and programs under Part C of IDEA ("Individuals with Disability Education Act Amendments of 1997 [IDEA]," 1997),Inter-agency Coordinating Council; DHS (the PSA responsible licensing of early learning programs and health and mental health care health and mental health care); ADE (the State educational agency and the PSA responsible for programs under Section 619 Part B of the IDEA; local educational agencies and institutions of higher education; local providers of early childhood education and development services; Head Start agencies, including migrant, seasonal, and Tribal Head Start programs, the State Director of Head Start Collaboration; RPCs; and other community stakeholders.

The Taskforce will be responsible for setting the strategic policies and program direction for the RTT-ELC initiatives through a coordinated process. It will monitor progress against the goals stated in the grant and will recommend mid-course corrections and resolutions as new, unforeseen opportunities, issues, and challenges arise. It will serve as a conduit to external stakeholders, and help to spread to the local level the all-important collaborative approaches and relationships formed at the state level. Members will be formally appointed by the ECDH Board (SAC). In its advisory capacity, the Taskforce will report its findings and recommendations to the Board for formal review and action. It will identify and seek to disseminate effective strategies that have been developed locally, incorporating both a top-down and bottom-up approach to systems building and reflection. , particularly exemplary practices which strengthen culturally and linguistically responsive services that engage families and build upon their strengths to support their children's development.

The ECDH governance model is fundamental to the system Arizona is building. For the first time in Arizona's history, local voices are involved in decision-making related to early childhood health and development. The RPCs' commitment to the statewide system is illustrated by their response to this grant proposal – we are pleased to have received letters of support from all 31 RPCs throughout the state (see Attachments H and I). In addition to council members

serving in local communities, diverse local voices are represented on all ECDH Board committees and the Board's three policy advisory committees for early learning, family support, and literacy and health. These councils are intentionally designed to provide a voice for providers, including Head Start, and parents of young children. In addition to reserving at least one seat on each council for the parent of a child from birth to age five, the ECDH Board seeks parent participation through regional parent summits and town halls. Arizona's support of such summits and town hall meetings also creates an opportunity for new leaders to step forward and for new connections to be made at the local level that engage and establish relationships between families and the EC community.

(A)(3)(b) Participating Arizona agency commitment. All three PSAs have signed a common MOU. Please see Table (A)(3)-1 for a list of PSAs and their governance-related role and responsibilities. Also refer to copies of all fully executed MOUs and Scopes of Work (SOW), which demonstrate each agency's commitment to RTT-ELC alignment and coordination.

(A)(3)(c) Early Learning Intermediaries and Local Early Learning Councils Commitment. In total, Arizona received 92 signed letters of support from a broad range of stakeholder groups. Please see Table (A)(3)-2 for a list of intermediary organizations and RPCs that have provided letters of intent or support.

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	**Governance-related roles and responsibilities**
Arizona Early Childhood Development and Health Board (ECDH)	• Fulfill MOU with all partner agencies • Provide system leadership by convening partners for system development and identification of roles and responsibilities • Interface with federal partners • Provide sustained funding for the conceptualization and implementation of key components of the early childhood system • Create, implement and participate in Grant Management Advisory Taskforce and Interagency Directors' Coordinating Council • Fulfill all fiscal, fiduciary, and reporting requirements • Create or maintain internal early childhood cross-divisional taskforce • Provide all partners with transparent, timely, and accurate data and information related to grant administration,

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	**Governance-related roles and responsibilities**
	evaluation, and program monitoring and progress • Submit annual reports on RTT-ELC to the Governor's Office and the State Board of Education
DHS	• Fulfill MOU with all partner agencies • Participate in Grant Management Advisory Taskforce and Interagency Directors' Coordinating Council • Create or maintain internal early childhood cross-divisional taskforce • License child care centers and group homes • Provide all partners with transparent, timely, and accurate data and information related to grant administration, evaluation, and program monitoring and progress
DES	• Fulfill MOU with all partner agencies • Participate in Grant Management Advisory Taskforce and Interagency Directors' Coordinating Council • Create or maintain internal early childhood cross-divisional taskforce • Certify child care home providers • Provide all partners with transparent, timely, and accurate data and information related to grant administration, evaluation, and program monitoring and progress
ADE	• Fulfill MOU with all partner agencies • Participate in Grant Management Advisory Taskforce and Interagency Directors' Coordinating Council • Create or maintain internal early childhood cross-divisional taskforce • Provide all partners with transparent, timely, and accurate data and information related to grant administration, evaluation, and program monitoring and progress • Initiate and steward over process of solidifying kindergarten assessment governance
Other Entities	
State Advisory Council (SAC) on early childhood education and care	ECDH has been designated as Arizona's SAC — *see above for governance related roles and responsibilities*
State Interagency Coordinating Council for Part C of IDEA	• Participate in Grant Management Advisory Taskforce and Interagency Directors' Coordinating Council

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	**Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?**
Navajo/Apache RPC	Y
San Carlos Apache RPC	Y
Santa Cruz RPC	Y
South Phoenix RPC	Y
Child Care Resource and Referral	Y
Arizona Head Start Association	Y
American Academy of Pediatrics – Arizona Chapter	Y
Arizona Association for the Education of Young Children	Y
Inter-Tribal Council of Arizona	Y
Central Maricopa RPC	Letter received, but not attached due to page limitations
Central Phoenix RPC	Letter received, but not attached due to page limitations
Central Pima RPC	Letter received, but not attached due to page limitations
Cochise RPC	Letter received, but not attached due to page limitations
Coconino RPC	Letter received, but not attached due to page limitations
Cocopah RPC	Letter received, but not attached due to page limitations
Colorado River Indian Tribes RPC	Letter received, but not attached due to page limitations
Gila RPC	Letter received, but not attached due to page limitations
Gila River Indian Community RPC	Letter received, but not attached due to page limitations
Graham/Greenlee RPC	Letter received, but not attached due to page limitations
Hualapai RPC	Letter received, but not attached due to page limitations
La Paz/Mohave RPC	Letter received, but not attached due to page limitations
Navajo Nation RPC	Letter received, but not attached due to page limitations
North Phoenix RPC	Letter received, but not attached due to page limitations
North Pima RPC	Letter received, but not attached due to page limitations
Northeast Maricopa RPC	Letter received, but not attached due to page limitations
Northwest Maricopa RPC	Letter received, but not attached due to page limitations
Pascua Yaqui Tribe RPC	Letter received, but not attached due to page limitations
Pinal RPC	Letter received, but not attached due to page limitations
Salt River Pima-Maricopa Indian Community RPC	Letter received, but not attached due to page limitations
South Pima RPC	Letter received, but not attached due to page limitations
Southeast Maricopa RPC	Letter received, but not attached due to page limitations
Southwest Maricopa RPC	Letter received, but not attached due to page limitations
Tohono O'odham RPC	Letter received, but not attached due to page limitations
White Mountain Apache Tribe RPC	Letter received, but not attached due to page limitations
Yavapai RPC	Letter received, but not attached due to page limitations
Yuma RPC	Letter received, but not attached due to page limitations
Including the letters noted in the above table, we have received 92 partner letters and letters of support from a wide range of community stakeholders, including philanthropic organizations, early childhood education organizations, public education advocacy organizations, business leaders, Indian leaders, faith leaders and elected officials (See Attachments H and I).	

(A)(4) Developing a budget to implement and sustain the work of this grant.

(A)(4)(a) *Demonstrate how the state will use existing funds that support early learning and development from Federal, State, private and local sources.* In FY2012, Arizona invested $2,514,900,000 in public early care and education funds (Burns & Associates & ECDH, 2013). As noted in Section (A)(1), the majority of these funds came from federal sources. Non-stimulus federal funding in FY2012 totaled $1,849,700,000; an additional $64,300,000 in stimulus funds brought the total federal funding on early childhood in Arizona to $1,914,100,000. State funding came to $600,800,000. Of this, $366,000,000 was from the state's general fund and $234,800,000 came from other state sources, the largest of which was ECDH.

As evidenced in the budget documentation associated with this proposal (and presented in the category line-item budget detail and reflected in project budgets under Section A), all state agencies and private philanthropy participating in Arizona's High-Quality Plan have committed a total of $760,476,500 million throughout the four-year grant period.

- ECDH Board: $298,576,500
- ADE: $17,800,000
- DHS: $52,700,000
- DES: $388,800,000
- The Virginia G. Piper Charitable Trusts: $2,600,000

Arizona's philanthropic community is deeply committed to building supports for early care and education. Thirteen philanthropic organizations have committed, through letters of support, to Arizona's High-Quality Plan (Attachment F). The Piper Trust, upon receipt of the grant, will formally consider a minimum investment of $2.6 million to support the development of a statewide Kindergarten Entry Assessment, described further in section (E)(1).

Section A—Successful State Systems. As the Lead Agency for this effort and as the State Advisory Council, ECDH is charged with leading the ongoing development of a comprehensive statewide early childhood system. In addition to funds requested through RTT-ELC, ECDH will dedicate all necessary administrative resources to system leadership, public input, stakeholder engagement and tribal consultation. Arizona is able to do this because, by law, 10% of early childhood funds generated by the citizens' initiative that created ECDH are placed in to an administrative account to be used on operational expenses, such as staffing of the state board and 31 RPCs and all costs associated with administering the funds collected through the

tobacco tax. ECDH is prepared to align administrative supports for the continued purpose of advancing this governance model.

Increasing public awareness of the importance of EC development and health is one of the primary requirements of the citizens' ballot initiative that created ECDH. To that end, since 2010, ECDH has engaged in a strategic communications effort that includes grassroots community outreach, earned media, paid advertising, and social media. These efforts are among the reasons why 70-80% of Arizonans polled reach year continue to rate early childhood education and health as an important issue. In addition, the percentage of Arizonans aware of ECDH who support the agency's mission – to ensure all children in the state arrive at kindergarten healthy and prepared to be successful – has remained at or above 71% since the initiative was passed. This understanding of and support for school readiness for young kids is all the more impressive considering the tough economic and social issues that have been prominent in the state during the same time period, including jobs, crime and K-12 education. In addition to ensuring public awareness of and support for early childhood, ECDH's efforts have also garnered commitments from more than 14,000 Arizonans to act on behalf of young kids. Those actions range from helping to spread the word about the importance of early childhood to arranging community presentations, participating in events, and engaging in earned media efforts. Moving forward, ECDH's strategic communications efforts are being further refined to give Arizonans even more options for taking action on behalf of young kids in their communities and throughout the state. ECDH has allotted $4 million toward these efforts in FY2014; the vast majority of these funds come from the 31 RPCs statewide. Similar investments from RPCs are expected for the duration of the grant period.

Section B—High Quality, Accountable Programs. There are significant investments currently utilized in Arizona to ensure Arizona is promoting high quality, accountable programs. Those funds include CCDF, CCDF Quality Set Aside, TQRIS, TQRIS Scholarships, Head Start, Title I and II of ESEA, Title V MCH Block Grant and Tobacco Education Fund.

CCDF and CCDF Quality Set Aside. The CCDF child care subsidy program, which has been funded through general fund appropriations and various federal funds, has traditionally been the largest state early care and education program. In addition to funding child care subsidies for eligible low income families, CCDF quality set aside dollars fund special initiatives to expand the supply of child care, improve parental access, and improve the quality of care.

Specifically in Arizona, quality set-aside funds ($7.4 million) are used for quality improvement for services for infants and toddlers, support for Child Care Resource and Referral (CCR&R), and school-aged care. Current contract recipients include: the Arizona Infant/Toddler Learning Institute ($670,000), a free, comprehensive training for center and home based providers who care for infants and toddlers; the Arizona Self-Study Project ($1.14 million), a quality improvement effort for child care centers, home-based child care settings and after school programs; and, Child Care Resource and Referral ($1.8 million), a free, statewide information source for parents seeking child care as well as information for child care providers. Each of these efforts is designed to promote high quality, accountable programs.

TQRIS, TQRIS Scholarships, and related ECDH Strategies. ECDH has been investing in TQRIS and TQRIS Scholarships since 2009. Budgets are developed by RPCs and approved by the state board each year. So, while exact funding for FY2015, FY2016 and FY2017 is not available, Arizona expects a sustained or increased investment in these two initiatives. Allocations for FY2014 in these two areas total $60.3 million. Additional support strategies to TQRIS — Child Care Health and Infant/Toddler Mental Health Consultation - total $7.4 million in FY2014. These two programs will continue through the grant period.

In addition to the TQRIS, RPCs fund strategies to support specific populations. Funding in these areas for FY2014 (expected to continue throughout the grant period) include:

- Quality Child Care Expansion, Capital Expense: $1.6 million
- Family Friend and Neighbor Care: $3.4 million
- Inclusion of Children with Special Needs: $1.3 million
- Summer Transition to Kindergarten: $276,000

Head Start and Title I and II of ESEA. The Head Start Collaborative Office (Collaborative) is housed within ADE, under the leadership of the Deputy Superintendent for Early Education. Its role is to ensure that the Collaborative is a full partner in the early childhood system and specifically with TQRIS.

ADE administers Title I and II of ESEA. In their budget narrative associated with this proposal, ADE has committed to linking and aligning these programs with TQRIS. Estimated expenditures for the four-year grant period total $17.8 million. These are estimated funds in future funding years because Arizona realizes that federal appropriations have not been made for programs described in future funding years. This application represents maintained funding

levels as a basis for estimation, recognizing these programs are a key to early learning efforts in Arizona. As appropriations are made in subsequent project years, the other funds estimated for levels of effort in Arizona will be updated.

Tobacco Education Funds. Initially funded in 2010, ten Empower standards have been incorporated into DHS licensing. Empower standards address physical activity, limited screen time, nutrition, tobacco education of parents, smoke-free campuses and participation in the USDA Child and Adult Care Food Program. Providers who agree to the Empower standards receive a 50% reduction in their licensing fees. Child care providers must be an Empower provider to be considered for TQRIS. Estimated expenditures for the four-year grant period total $4.1 million.

ECDH Evaluation. ECDH has been funding various research and evaluation efforts since inception. The ECDH is steadfast in its commitment to Arizona voters that it will seek to measure impact and results and hold the organization accountable for outcomes. To that end, in FY2014 ECDH has committed $16 million toward research and evaluation studies, including a statutorily required statewide and regional needs and assets assessment, a TQRIS validation study, an oral health survey, a child care capacity study, an early care workforce survey, and a family and community survey.

Section C—Promoting Early Learning and Development Outcomes for Children. To support the family engagement strategies proposed in section C4, ECDH has allotted more than $38 million in FY2014 toward family support. Strategies include community based literacy, parent education curriculum development, family resource centers, family support for children with special needs, family support coordination, food security, Birth to Five Helpline, home visitation (primarily Parents as Teachers, Nurse Family Partnership and Healthy Families), native language enrichment, community based parent education and parent kits for every parent of a newborn. Arizona projects these investments to continue throughout the duration of the grant period.

DHS was designated as the state agency to implement the Affordable Care Act (ACA) Maternal, Infant and Early Childhood Home Visiting (MIECHV) grant. Funds will be used to expand evidence-based home visiting in identified high risk communities and to develop a statewide home visiting infrastructure. Total funds from this initiative across the four year grant period total $49.4 million.

DES administers a variety of family support services designed to ensure increased family stability, like Healthy Families (funded primarily through the Lottery) and the Arizona Early Intervention Program (AzEIP). Estimated total expenditures throughout the grant period total $71.6 million. These are estimated funds in future funding years because Arizona realizes that federal appropriations have not been made for programs described in future funding years. This application represents maintained funding levels as a basis for estimation knowing that these programs are a key to early learning efforts in Arizona. As appropriations are made in subsequent project years, the other funds estimated for levels of effort in Arizona will be updated.

Section D—A Great Early Childhood Education Workforce. ECDH has made a strong commitment to systemic PD strategies since 2010 and will continue to do so throughout the next four years. Total ECDH PD allocations in FY2014 are more than $10 million, which includes funding for community based PD, director/mentor training, ECDH Professional REWARD$, learning labs, recruitment into the field, and T.E.A.C.H. ECDH anticipates this level of support will continue throughout the grant period.

Section E—Measuring Outcomes and Progress. To support Arizona's High-Quality Plan, the Piper Trust has agreed, upon receipt of the grant, to formally consider a minimum investment of $2.6 million to support the development of a statewide KEA, which is described further in section E1.

The state has made significant investments around data collection within all four PSAs. In recent years, particular focus has been placed on linking data sets to allow program effectiveness and outcomes to be analyzed and assessed. For example, through the education department, the state has invested significantly in the K-20 State Longitudinal Data System (AzD^{3}S), a cornerstone of Governor Janice K. Brewer's education plan for Arizona and a key component of a P–20 system. As part of this effort, Arizona created the Arizona Data Governance Commission, which approved a $4.6 million IT modernization effort within ADE. In addition, the efforts undertaken by ECDH since its inception (and described earlier in this section) have provided the state with significant advancements around data collection in the birth to five continuums - linking partnering organizations' data, providing portal access for data collection and viewing, and establishing pathways for both program and longitudinal analysis to be completed. Since state FY2008, ECDH has invested more than $7 million in IT, and is

committed to supporting and improving its data systems.

(A)(4)(c) *Sustainability Plans.* The budget priorities, reflected in all budget documents attached to this proposal, reflect a sustained commitment to children birth to five in Arizona. The largest single state revenue stream will be through ECDH. Each year, in perpetuity, ECDH is statutorily (ARS § 8-1171) obligated to invest resources in:

- Improving the quality of early childhood development and health programs;
- Increasing access to quality early childhood development and health programs;
- Increasing access to preventive health care and health screenings for children through age five;
- Offering parent and family support and education concerning early child development and literacy;
- Providing PD and training for early childhood development and health providers, and
- Increasing coordination of early childhood development and health programs and public information about the importance of early childhood development and health.

In accordance with the governing statute, ECDH prepares budgets and expends revenue based on the previous year's actual tobacco tax revenue (Attachment K). This stable and fiscally responsible budgeting allows for careful planning each year at the state and RPC levels. This is also important because, by nature, tobacco revenue tends to fluctuate.

While the tobacco revenues are voter protected, they are not immune from eventual declines. ECDH has conducted extensive analysis to help project future revenues. In order to offset these eventual declines, the agency has planned to use an accumulated $435 million fund balance which was intentionally built up during the first few start-up years, to promote sustainability of ECDH-funded programs/strategies. Going forward, expenditure levels will be stair-stepped down until they match anticipated revenue levels. In addition, with careful guidance from the ECDH administration and finance committee, ECDH is seeking to maximize investment income derived from current fund balances by working closely with the State Treasurer's office.

As directed by statute, ECDH has created a private gifts account, into which private grants, gifts and contributions can be deposited. The agency is developing the protocols associated with soliciting private gifts and engaging non-government fund sources to build up this private account in support of public-private ventures. The focus will be to attract national

philanthropic support to Arizona.

Arizona's philanthropic partners enthusiastically participated in the development of Arizona's High-Quality Plan and are committed to supporting the proposed efforts (Attachment H and I). Through participation on each of the 31 RPCs, Arizona's philanthropic community is integrally involved with early childhood development and health in every corner of our state. Arizona has been very successful through ECDH in building ownership at the community level that leverages additional resources – including the support of voluntary organizations – that are essential to success.

Section A—Successful State Systems. As demonstrated in the signed MOU's and Scopes of Work, ECDH and each PSA are committed to the ongoing success and integration of Arizona's early childhood system. Evidenced by the existing governance structure, the commitment to statewide accountability through a state board and local flexibility through 31 RPCs, the state's High-Quality Plan will continue to advance beyond the grant period. As evidenced in the proposed budget, ECDH have strategically focused on infrastructure and capacity building which will continue to yield results.

Section B—High Quality, Accountable Programs. As demonstrated in Section B, Arizona has made, and will continue to make, a significant investment in TQRIS to ensure all children, especially Children with High Needs, have access to high quality early learning environments. All of the essential elements of the system have on-going funding streams—Head Start, Title I Preschools, IDEA, public preschools and community-based providers. TQRIS is the backbone of ECDH's mission and a sustained commitment to the system is anticipated. The investments outlined above to promote access to high quality care will continue (CCDF, TQRIS Scholarships and Preschool Expansion).

Based on conversations with Arizona's philanthropic community, ECDH anticipates that efforts to ensure Family, Friend and Neighbor providers have the capacity and wherewithal to get certified and licensed will be a long-term philanthropic investment. Once these providers have been certified or licensed, they will be eligible for continued supports through TQRIS.

Since training infrastructure, staff capacity and resources will be in place at DES and DHS, ECDH will continue to partner with these state agencies to provide training and education updates for sustained support of licensing and certification staff.

Section C—Promoting Early Learning and Development Outcomes for Children.

The Coaching Academy will continue as a core PD model to TQRIS under ECDH after the grant period ends. In addition, with the AzELS, Infant/Toddler Guidelines and Program Guidelines integrated into all components of the High-Quality Plan including TQRIS, the Coaching Academy, and higher education early childhood coursework, educators will have the knowledge and necessary tools to incorporate them as the foundation of their programs. Through TQRIS and the Coaching Academy, ADE will continue to provide ongoing training and education to ensure effective and appropriate use of the early learning standards and program guidelines. Continued staffing capacity necessary for sustained outcomes will be supported through Arizona's on-going investment in TQRIS.

With the AzELDS (AzELS, Infant/Toddler Guidelines and Program Guidelines) integrated into all components of the High-Quality Plan, early care and education programs will have the tools and resources to implement effective and robust parent engagement strategies at the end of the grant period. Furthermore, the parent companion book to the guidelines will be made available to early care and education programs to use with their parents. ECDH will continue to print copies for use by the coaches working with new programs enrolling in TQRIS as part of the Coaching Academy.

Upon completion of the grant period, the infrastructure development, including curriculum development, print materials including books and DVDs and PD for early childhood educators will be fully established for the native language preservation programs. The programs will be fully integrated into the early care and education programs with 100 percent of the early learning staff trained. To ensure sustainability, ECDH RPCs and federally recognized Indian tribes and nations will determine effective approaches to continue the family engagement programs through the appropriate Indian systems.

Section D—A Great Early Childhood Education Workforce. The goals described in D1 represent one time start-up costs that build the infrastructure for Arizona's PD system. Once D1 activities are completed, ECDH will work with intermediaries throughout the state to ensure the revised Workforce Knowledge and Competency Framework continues to be disseminated.

After successfully aligning degree programs and curricula across post-secondary institutions, the reformed degree progression will be sustained through the ongoing revenue infrastructure built into the higher education system. Continued ECDH investment in T.E.A.C.H.

Early Childhood Arizona scholarships will provide tuition revenue to sustain the degree programs.

TA system of technical support centers will be sustained by a collaborative sustainability plan developed during the first three years of RTT-ELC. ECDH RPCs are eager to invest ECDH regional funds in PD efforts, but want to invest in a more cohesive, accountable system than what currently exists. Thirteen councils currently invest in PD projects other than T.E.A.C.H. scholarships and Professional REWARD$. These PD allotments in 2014 approached $4 million. ECDH anticipates a much stronger investment across more RPCs with the establishment of our proposed cohesive system. Even so, the amount currently invested in isolated strategies is sufficient to sustain the Regional TA Centers. As described in Selection Criteria D2, Arizona's philanthropic community is eager to invest in early childhood PD, and ECDH will develop a public-private sustainable funding strategy to fund the centralized TA center, beginning in Year 4 of the grant period.

Section E—Measuring Outcomes and Progress. Ongoing KEA implementation costs are estimated to range from $2/child/year to $11/child/year (90,000 kindergarten children = $180,000 to $990,000 annually) depending on the assessment instrument(s) that are state approved after a procurement process (required by state statute). This does not include costs for PD, covered by Piper Trust, or on-going costs toward maintenance of AzD^{3}S covered through other state funds. Arizona school districts already bear the costs of mandated reading kindergarten assessments. Further, most schools and districts already invest district funds in some form of kindergarten readiness or entry assessment. According to ADE school count data, Arizona has approximately 1,205 schools with kindergarten classes. The average estimated costs to Local Education Agencies (LEAs) will range from $150 to $822 per school, an amount similarly invested in current kindergarten assessment tools and easily sustained by districts and other LEAs.

With the deployment of the early childhood learning data system and secure data network to access, transfer and exchange data among PSAs complete, it will be the role of PSAs to support the ongoing maintenance of the system. It is expected that equipment costs and development efforts will be minimal and will focus on refinements, routine monitoring and maintenance of databases and networks through which data is accessed, transferred and exchanged. As part of each PSA's commitment to the ongoing success of this project beyond its

project period, sustainability planning in the final year will focus on transitioning and incorporating system support into existing database administrators, technical support and development staff.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.				
Source of Funds	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Total
Head Start	137,500,000	137,500,000	137,500,000	137,500,000	550,000,000
Child Care/ Development Fund	76,600,000	76,600,000	76,600,000	76,600,000	306,400,000
ECDH Tobacco Tax	73,204,242	74,155,898	75,119,924	76,096,483	298,576,547
IDEA Part C	13,800,000	14,400,000	15,000,000	15,600,000	58,800,000
State General Fund	9,100,000	9,600,000	10,100,000	10,500,000	39,300,000
State Lottery Funds	8,400,000	8,700,000	9,000,000	9,400,000	35,500,000
Maternal/ Child Health Services (Title V)	7,900,000	8,200,000	8,500,000	8,800,000	33,400,000
IDEA Preschool	4,000,000	4,200,000	4,300,000	4,500,000	17,000,000
State Schools for the Deaf/ Blind Funds	3,200,000	3,300,000	3,400,000	3,500,000	13,400,000
Title IV-E	3,100,000	3,200,000	3,300,000	3,400,000	13,000,000
Maternal, Infant, Early Childhood Home Visiting (MIECHV)	2,700,000	2,800,000	2,900,000	3,100,000	11,500,000
State Health Services Licensing Fund	1,800,000	1,900,000	2,000,000	2,100,000	7,800,000
Federal Comm.-Based Child Abuse Prevention	300,000	300,000	300,000	300,000	1,200,000
IDEA Part B	200,000	200,000	200,000	200,000	800,000
Social Services Block Grant	100,000	100,000	100,000	100,000	400,000
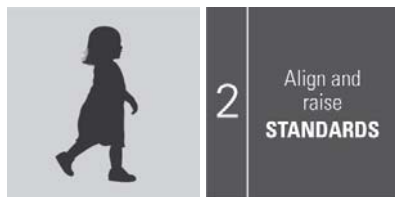
B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide TQRIS. The Arizona Tiered Quality Rating and Improvement System (TQRIS), called Quality First, is a voluntary system designed to improve the quality of early care and education and to ensure that young children, especially Children with High Needs, begin school healthy and ready to succeed. TQRIS builds upon state licensing regulations, addressing multiple aspects of early care and education through research-based indicators of quality. The development of the statewide TQRIS was guided, in part, by the United Way of Tucson and Southern Arizona's *First Focus on Quality* pilot program (2004-2006) funded by the Early Learning Opportunities Act Discretionary Grant and by other national research. (National Association for the Education of Young Children, n. d.). The evaluation of the First Focus on Quality Pilot found significant improvement in 46 centers in key quality components such as physical learning environment, adult-child interactions, school readiness strategies, health & safety, and director and EC educator qualifications (LeCroy & Milligan Associates Inc, 2006). These key quality components are reflected in the Arizona TQRIS standards.

TQRIS has been implemented in four phases:

1. **Phase 1: Quality Improvement Participation (2009).** During the initial phase of TQRIS, program emphasis was targeted to improving quality. This approach was a unique distinction between TQRIS and other rating systems across the country that assigned ratings upon enrollment and subsequently addressed improvement.

2. **Phase 2: Quality Rating Pilot (2010).** Thirty-three early learning and development programs (ELDPs) volunteered to participate in the Quality Rating Pilot Study. Study participants represented a variety of ELDP types throughout the state of Arizona. The rating scale, assessment instruments and application processes were examined through the pilot study. The pilot study helped to inform the final design of the Quality First Rating System.

3. **Phase 3: Full Implementation of Quality Rating (2011).** The Early Childhood Development and Health (ECDH) Board approved and launched statewide implementation of the full Quality First Rating System in 2011, assessing early childhood education on a rigorous 5-tier level scale and providing quality resources to

support program improvement and children's early learning.

4. **Phase 4: Launch of the Quality First Website (2013)**. The Quality First (QualityFirstAZ.com) website provides families and ELDPs with information about quality indicators.

The TQRIS Full Participation model has eight interconnected components that support participants that serve Children with High Needs (see Figure B-i).

Figure B-i. TQRIS Components

(B)(1)(a) *Statewide Tiered Program Standards.* Arizona's TQRIS Tiered Program Standards (ECDH, 2011d) Attachment M are based on national and Arizona state standards and currently cover all of the six program standards specified in the RTT-ELC application.

(B)(1)(a)(1) *ELDS*. Arizona has a comprehensive continuum of Early Learning and Development Standards (ELDS) that are intended for use with all young children, including Children with High Needs in urban, rural, and federally recognized tribal communities. Section (C)(1) provides a detailed description of these high-quality standards as well as evidence to

support they are developmentally, culturally, and linguistically appropriate and address all Essential Domains of School Readiness. The standards continuum is incorporated across the TQRIS tier levels. The Arizona Early Learning Standards (AzELS) are for children ages three to five years and include eight standards: Social Emotional; Approaches to Learning; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health and Safety; and Fine Arts (Arizona Department of Education, 2013b)(Attachment D). The Arizona Infant Toddler Developmental Guidelines (AzITDG) include five standards: Social Emotional, Approaches to Learning, Language Development and Communication, Cognitive Development, and Physical and Motor Development. These guidelines were adopted by ECDH and the State Board of Education in 2012 (ECDH & Arizona Department of Education, 2012). Attachment L. Alignments are shown in Table C-1 in Section (C)(1)).

(B)(1)(a)(2) *CAS*. TQRIS has a coordinated, comprehensive assessment system (CAS) that incorporates standards for using multiple valid and reliable assessments. The comprehensive assessment system includes assessments used with children and assessments used in the calculation of an ELDP's quality rating. Although there is not a current common child assessment instrument used in all ELDP's participating in TQRIS, the standards for child screening and assessment are detailed below. The assessments that are used to calculate an ELDP's quality level are also detailed below and include a measure of environmental quality, measure of the quality of adult-child interactions and measure of program quality

(B)(1)(a)(2)(1) *Standards for Screening Measures* are incorporated at the 3–5 tier levels as evidenced in the Quality First Points Scale (ECDH, 2011c) Attachment E). ELDPs implement screening measures and select developmental screening tools to meet the needs of the children enrolled in the program and to support the program's learning philosophy. When necessary, families are referred for appropriate follow-up and services. TQRIS coaches can assist ELDPs in choosing a screening tool(s) and provide information on community-based programs available to families for possible referrals.

(B)(1)(a)(2)(2) *Standards for Formative Assessment* are incorporated at the 3–5 tier levels as evidenced in the Quality First Points Scale. ELDPs are required to assess children's growth and development in all Essential Domains of School Readiness through a variety of integrated methods including screenings, observational records, work samples, and documentation provided by families. Teaching Strategies Gold (Berke, Bickart, & Heroman,

2010) was approved as a valid and reliable assessment by the State Board of Education in 2010 for use in all preschool education programs administered by the Arizona Department of Education (ADE), and has been adopted by Arizona Head Start programs. ECDH is currently reviewing adoption of a common assessment in TQRIS and will solicit input from ELDPs and stakeholders (see Section (C)(2)).

(B)(1)(a)(2)(3) *Measures of Environmental Quality* are incorporated in all of the tier levels and assessed through the valid and reliable Environmental Rating Scales (ERS) (Infant Toddler Environmental Rating Scale, the Early Childhood Environment Rating Scale, and the Family Child Care Environment Rating Scale) (Harms, Clifford, & Creyer, 2004; Harms, Creyer, & Clifford, 2006, 2007).

(B)(1)(a)(2)(4) *Measures of the Quality of Adult-Child Interactions* are incorporated in the 3–5 tier levels and assessed using the Classroom Assessment Scoring System (CLASS) (Pianta, La Paro, & Hamre, 2008), a reliable and valid instrument used in ELDPs that have enrolled children between the ages of 30 months and 5 years of age. Beginning in 2014, the CLASS for toddler classrooms (LaParo, Hamre, Pianta, 2012) will be used for ELDPs that have enrolled children between the ages of 15 months and 36 months. This assessment will be incorporated into a program's tier level rating in 2015.

(B)(1)(a)(3) *EC Educator Qualifications*. TQRIS EC educator qualifications are based on the NAEYC recommended EC educator qualifications (National Association for the Education of Young Children, 2007; National Association for the Education of Young Children & National Association of Early Childhood Specialists in State Departments of Education, 2002) and the Arizona Program Guidelines for High Quality Early Education (ECDH, 2011b). A tiered, phased-in approach for achieving these quality program standards was integrated into TQRIS as evidenced in the Quality First Points Scale. The EC educator qualifications are intended to strengthen Arizona's historically minimal child care licensing qualifications for EC educators. Current licensing regulations require a minimum of a high school diploma with six months of child care experience, or 12 credit hours of coursework at an accredited college or university (Ariz. Code. R9-5-401 *et seq*).

(B)(1)(a)(4) *Family Engagement Strategies*. Early learning standards for family engagement strategies included in the Social Studies Standard in the AzELS (Arizona Department of Education, 2013a) (Attachment D, pg. 132) and in the Program Guidelines for

High Quality Early Education under the Family Engagement and Support and Linguistic and Cultural Integration sections (ECDH, 2011b) (pg. 37-42). The standards at all tier levels require that families be greeted upon arrival at school and departure and receive regular information from the EC educator. Families must also be included in planning processes, such as development of their child's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP). Additional standards in the Quality First Points Scale at the 3–5 tier levels include:

- Written guidelines for sharing curriculum with families
- Scheduling parent-teacher conferences at least once a year
- Involving families in transitions from home to ELDP, between environments in the ELDP, and from the ELDP to kindergarten
- Including families' feedback in the formative assessment process
- Making social service referrals for children with high-needs.

(B)(1)(a)(5) *Health Promotion Practices.* Program standards for health promotion practices are integrated across all tier levels through the requirement that licensed ELDPs meet health, nutrition, and physical activity standards administered through the Department of Health Services (DHS), Office of Child Care Licensure. These standards address screen time, healthy meals, and activities to promote children's healthy weight. Arizona's Empower standards have been recognized in a study of state child care regulations by the National Research Center for Health and Safety in Child Care and Early Education as scoring among the three highest states for these health promotion areas (American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care and Early Education, 2011). Additionally, Standard 6.0 of the Arizona Program Guidelines for High Quality Early Education (ECDH, 2011b) (pg. 43-45) provides guidelines for: Health Status of Children, Resource and Information for Families, Nutrition and Healthy Meals, and Sun and Water Safety – particularly critical in the hot and dry Arizona climate. Lastly, the ERS assessments, used at all tier levels, include a variety of health and safety practice both indoors and out.

(B)(1)(a)(6) *Effective Data Practices*. Program standards for effective data practices (National Research Council, 2008; The National Early Childhood Accountability Taskforce, 2007) are incorporated in and measured at the 3-5 tier levels in the Quality First Points Scale.

ELDPs must align curriculum plans and instructional practices with individualized learning objectives based on each child's documented assessment data. Additionally, data is used to enhance communication and planning with ELDPs for quality improvement based on strengths and areas of need indicated in the assessments, as well as observations of the coach, EC educators and administrators, and child care health consultant. Coaches work with the program to review their assessment data reports to create quality improvement plans and to measure successes of the program.

(B)(1)(a)(7) *Administrative Practices: Ratios and Group Sizes.* Findings from the National Institute of Child Health and Human Development indicate that the fewer children an adult is caring for, the better the observed quality of that care and the better the children's developmental outcomes (Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2006). Arizona's TQRIS incorporates administrative program standards at a higher quality than licensing regulations for adult-child ratios and maximum group sizes at the 3-5 tier levels as evidenced in and measured by the Quality First Points Scale. See Attachment E for a detailed description of the administrative standard.

(B)(1)(b) *TQRIS has measurable differentiated program quality levels that reflect high quality*. TQRIS has the clear, meaningful, and measureable differentiated program quality levels that reflect high quality expectations that are commensurate with nationally recognized standards. (See TQRIS Rating Scale in Attachment N)

Clear Standards. Educators, public, and press understand the rating system and the importance of moving to higher quality ratings to support learning outcomes for children. Information about TQRIS and its components and tier levels are presented to the public in understandable language. ELDPs participating in TQRIS are provided a hard copy of all the program standards and rating system. Additionally, all standards and information about TQRIS are included electronically on a website dedicated to TQRIS.

Meaningful Standards. Meeting program standards at the 1–2 tier levels indicates a commitment to improving quality beyond state regulatory requirements. Arizona's TQRIS standards are largely differentiated between the 2 and 3 tier levels because at the 3 tier levels, ELDPs must meet standards measured by two additional assessment instruments, the CLASS and Quality First Points Scale. Programs rated at the 3–5 tier levels are considered quality programs because they have met standards for environment, EC educator and administrator

qualifications, adult and child interactions and curriculum alignment to state ELDS – all indicators of quality shown to result in educational outcomes for children that are indicative of school readiness and educational success (Pianta et al., 2008).

Measurable Standards. TQRIS program quality levels are determined by the combination of scores on the ERS, CLASS (beginning at 3 tier level), and Quality First Points Scale (beginning at 3 tier level) instruments. They are being measured through observation (ERS, CLASS) or review of documentation (Quality First Point Scale). Arizona's combination rating scale structure means all the program standards in one level of the rating scale must be met before moving on to the next level. The proposed High-Quality Plan (B)(5) addresses the next step of empirically validating the differentiated levels of quality that link to children's learning outcomes.

High Expectation Standards Commensurate with Nationally Recognized Standards. The standards were developed through an extensive literature review and reflect high expectations of excellence in the field of EC. In particular, NAEYC accreditation standards and the health and safety standards described in (C)(1) from *Stepping Stones to Caring for Our Children* (*3rd Edition*) (Attachment Q) align with the standards assessed in TQRIS.

(B)(1)(c) *A linkage between TQRIS and the state licensing system*. The Arizona regulatory system for ELDPs addresses basic health and safety standards, but does not include standards for high-quality practices that achieve results in preparing children for school success. Arizona's TQRIS builds upon these licensing regulations to define essential standards and indicators of quality ELDPs. These include safe, enriching environments; positive interactions between children and adults that enhance instructional practices; highly qualified EC educators; small class sizes; and a comprehensive curriculum that incorporates ongoing, developmentally appropriate child assessment and is aligned with ELDS and Program Standards described in (B)(1), Table (B)(1), and (C)(1).

State, federally recognized tribal, or military regulation of ELDPs provides the entry to and is considered the eligibility foundation for Arizona's TQRIS. Participants are required to be licensed by the Department of Health Services (DHS), certified by the Department of Economic Security (DES), or regulated by a federally recognized tribal authority, or regulated by a military government entity and maintain "good standing" with the regulatory agency. ELDPs are considered to be in good standing when their license/certificate is not in open enforcement action

(legal action status), suspended, or revoked.

Programs that are not in "good standing" with the regulatory agency have progressive disciplinary action in TQRIS. To ensure that participants maintain regulatory status, agreements enable PSAs to share regulatory information, including certification suspensions, and contractual and licensing violations. TQRIS and the state licensing systems also collaborate on PD for licensing surveyors, certification specialists, and Quality First coaches on TQRIS policies and standards. Additionally, TQRIS supports licensing as the foundation of the TQRIS by paying 50% of licensure fees for programs regulated by the state and through implementation of Empower Standards.

The sovereign Indian tribes and nations of Arizona have the autonomy to develop their own health and safety standards. Through numerous dialogue sessions, technical assistance related to the development and strengthening of tribal health and safety standards has been identified as a need for ELDPs on Indian lands. Arizona plans to use RTT-ELC funds to facilitate the development of health and safety standards that will be implemented in ELDPs on Indian lands in the state. Early childhood health and development representatives from each nation will be invited to participate in this project.

 (B)(1) High Quality Plan – RTT-ELC Funded Components. Arizona has six specific goals in Goal Area 2 related to TQRIS, and presents those goals throughout this section (Attachment F).

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements[19] _If the Program Standards address the element, place an "X" in that box_						
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Early Learning and Development Standards	Comprehen-sive Assessment Systems	Qualified workforce	Family engage-ment	Health promo-tion	Effective data practices	Other
TQRIS Program Standards _(Attachment M)_	X	X	X	X	X	X	X
The row above includes all regulated Early Learning and Development Programs enrolled in Quality First including child care centers, family child care home, and private, state and federally funded preschool programs.							
Arizona Program Guidelines for High Quality Early Education	X	X	X	X	X	X	X
The row above includes all regulated Early Learning and Development Programs including child care centers, family child care home, and private, state and federally funded preschool programs.							
Arizona State Child Care Licensing Standards			X		X		X
Empower Health and Nutrition Standards (Attachment S)					X		

(B)(2) Promoting participation in the State's TQRIS. Program participation in Arizona's TQRIS is voluntary and open to all state, military, and federally recognized tribal regulated ELDPs that serve children birth to age five. A variety of ELDPs, including for-profit and nonprofit child care centers, family child care homes, faith-based programs, nationally
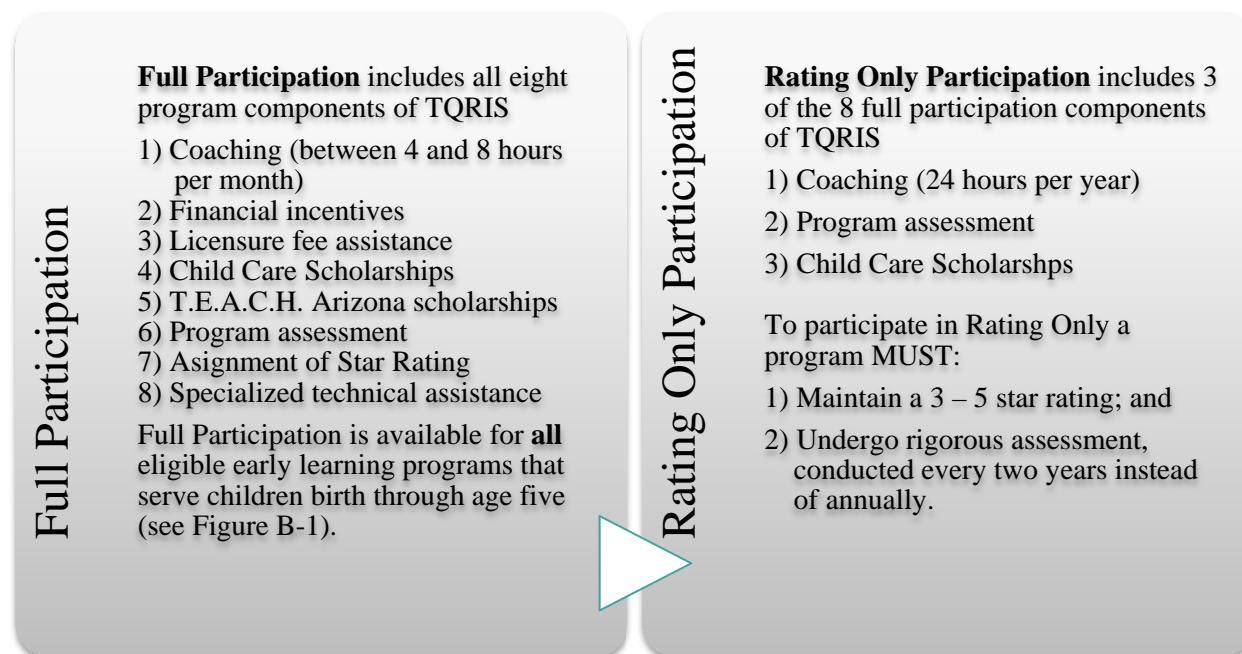
---

[19] Please refer to the definition of Program Standards for more information on the elements.

accredited programs, state and federally funded programs, including Title I, IDEA part B and C, Head Start, Tribal Head Start and Early Head Start, and programs funded with CCDF are included in Arizona's TQRIS. Arizona's High Quality Plan includes strategies to promote and expand TQRIS participation among all ELDPs in Targeted High Need Regions.

TQRIS participation is currently funded by local RPCs through ECDH tobacco tax revenues. ELDPs enroll in TQRIS and receive supports and quality incentives without incurring any costs. Participation, however, may be limited due to availability of funding in different communities. To promote continued expansion in communities where funding may be limited, Arizona's High Quality Plan also includes strategies for promoting TQRIS participation across Arizona by expanding the Rating Only option, promoting participation through public-private partnerships, or through self-funded participation.

Two TQRIS Options. TQRIS participants remain enrolled until: (a) participant determines they will no longer participate; (b) participant is no longer eligible due to regulatory status; (c) participant is terminated due to corrective action or noncompliance with TQRIS enrollment agreement or (d) funding is no longer available to support participation. RPCs fund two types of enrollment options (Figure B-ii):

Figure **B-ii: Full or Rating Only Participation**

Full Participation

Full Participation includes all eight program components of TQRIS

1) Coaching (between 4 and 8 hours per month)
2) Financial incentives
3) Licensure fee assistance
4) Child Care Scholarships
5) T.E.A.C.H. Arizona scholarships
6) Program assessment
7) Asignment of Star Rating
8) Specialized technical assistance

Full Participation is available for **all** eligible early learning programs that serve children birth through age five (see Figure B-1).

Rating Only Participation

Rating Only Participation includes 3 of the 8 full participation components of TQRIS

1) Coaching (24 hours per year)
2) Program assessment
3) Child Care Scholarshps

To participate in Rating Only a program MUST:

1) Maintain a 3 – 5 star rating; and

2) Undergo rigorous assessment, conducted every two years instead of annually.

Since its launch, TQRIS strategically prioritized participation of ELDPs based on the population of Children with High Needs served by the program, including: a high percentage of children from low-income families receiving a CCDF child care subsidy or free or reduced lunch; children with a developmental delay or disability in an inclusive setting; targeted enrollment for homeless children and teen parents; and children enrolled whose primary language is Native American, Spanish or language other than English.

ELDPs serving children on Indian lands were included in the prioritizing selection of programs into the TQRIS as well. Arizona has continued to work with tribal councils in a variety of ways, including written formal agreements and compliance with tribal employment standards to ensure that tribal ELDPs are able to participate. Currently, 40 tribal ELDPs participate in Quality First, which amounts to 2% of all ELDPs on Indian lands.

Currently, participation in TQRIS is promoted in several ways. Grantees responsible for the coaching and incentives components of TQRIS are responsible for recruitment of programs. The recruitment plan includes representation at local EC conferences and events, recruiting directly at ELDP locations and sharing information with other TA providers about the benefits of participation. Additionally, ECDH recently launched a website dedicated to TQRIS. The website includes a section designated for ELDPs to learn more about TQRIS and the benefits of participation. PSAs responsible for state licensing and certification also have information about the benefits of participation so that they encourage ELDPs to submit an application. RPC staff and council volunteers also promote the benefits of TQRIS participation among ELDPs in their local communities.

(B)(2)(a) *Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in TQRIS.* Arizona has already implemented the following statewide policies and TQRIS incentives and supports to maximize program participation in TQRIS.

Table (B)(2)(c), shows the total enrollment numbers for all ELDP types during the first four years of TQRIS operation in Arizona, including state-funded preschool (Quality First) programs, Head Start and Early Head Start, ELDPs funded under the Individuals with Disabilities Act (IDEA), Part B, Section 619 and IDEA, Part C, ELDPs funded under Title I of ESEA, and ELDPs funded through CCDF. Participation has increased steadily each year, and the table shows the targeted goals for increasing TQRIS enrollment of these ELDPs over the next

Figure **B-iii: TQRIS School Readiness Indicators**

TQRIS School Readiness Indicators
1. #/% children demonstrating school readiness at kindergarten entry in the developmental domains of social-emotional, language and literacy, cognitive, and motor and physical
2. #/% of children enrolled in an early care and education program with a Quality First rating of 3–5
3. #/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5
4. #/% of families that spend no more than 10 percent of the regional median family income on quality care and education programs with a Quality First rating of 3-5.

four years. These statewide targets reflect focused enrollment efforts in the Targeted High Need Regions.

TQRIS enrollment statewide will increase through the following policies and practices. Increased participation of ELDPs in the Targeted High Need Regions will initially be supported through RTT-ELC funds, and a sustainability plan for continued participation deployed prior to 2018.

School Readiness Indicators and Benchmarks for TQRIS Participation. ECDH made a significant policy decision to accelerate Arizona's efforts to maximize program participation in TQRIS. In 2011, ECDH approved 10 School Readiness Indicators and statewide benchmarks (ECDH, 2011e) (Attachment C), four of which specifically measure state's progress in achieving results in Essential Domains of School Readiness, program quality, program and child participation, and affordable access through TQRIS.

RPC's have prioritized School Readiness Indicators and are in the process of benchmarking the progress they want to see in their local community by 2020. All 31 RPCs have prioritized at least one of the School Readiness Indicators related to TQRIS, serving as incentive for recruitment and funded participation of local ELDPs in TQRIS.

TQRIS Supports and Incentives for ELDPs. The Arizona TQRIS models shown in Figure B-2 include supports and incentives that are presented in detail in Section (B)(4). They are intended to improve quality and move more ELDPs to the top 3-5 tier levels in TQRIS. These support and incentives also promote ELDP participation by providing access to T.E.A.C.H. scholarships for EC educators to pay for college coursework leading to a degree and bonuses for EC educators who continue to improve their qualifications and stay in the EC field. Additionally, Quality First Scholarships described in (B)(2)(b) provide support for low-income

families to enroll their child in high-quality ELDPs, and also provide a significant, consistent revenue source for ELDPs to continue improving and sustaining quality standards in TQRIS.

Public Private Partnership Plan. A public private partnership plan was submitted to the ECDH board in 2013 that included specific goals to build and sustain the early childhood system in Arizona. Goals include leveraging ECDH funding to secure federal and local grants, developing partnerships with national foundations, developing relationships with Arizona businesses, individuals, and private sector foundations to secure philanthropic investments and partnerships and establishing an endowment for ECDH. Engaging partnerships to increase funding for young children's development and health will assist in supporting an increased number of ELDPs participating in TQRIS.

The public private partnership plan also included a specific goal to strengthen relationships and foster long-term partnerships between tribes and tribal corporations and RPCs. The ability to engage ELDPs on Indian lands, funded largely by CCDF, will help to increase participation.

Additionally ECDH is in the process of developing a "buy-in" model to allow entities other than RPC's to fund ELDPs in TQRIS. ECDH plans to engage the business community, local and national philanthropy, and ELDPs in understanding the benefits to the community with an investment in TQRIS.

Partnership with ADE and DES. ADE provides support for ELDPs funded under IDEA Part B, Section 619 and IDEA, Part C and, ELDPs funded under Title I of ESEA. ADE is also the State Head Start Collaboration Office and provides support to Head Start and Early Head Start programs in Arizona. DES is responsible for the state's CCDF funding. The continued partnership and collaboration with these PSAs will assist in encouraging the ELSPs they support to participate in TQRIS.

Validation Study and Efforts to Review the TQRIS Model. The TQRIS validation study in Section (B)(5), will provide valuable information on how the TQRIS indicators impact child outcomes, and inform continuous TQRIS improvement so that only those essential and powerful quality indicators are assessed. This will result in efficiencies and cost savings, allowing more local funding for increasing new ELDP participation.

(B)(2)(b) *Policies and practices for families to increase affordable High-Quality Programs.* Families that access ELDPs in Arizona use a variety of settings, and many children

participate in regulated programs, as evidenced in Table (A)(1)-3. Many Children with High Needs, such as low-income children, English language learners, immigrant children, and children residing on Indian lands receive care and education in unregulated Family, Friend and Neighbor (FFN) care (ECDH, 2012). Although FFN providers do not participate in Quality First because they are not regulated by the state, ECDH funds several programs that specifically target FFN providers. These programs provide supports to increase the quality care they provide, become certified or state licensed, and increase their knowledge and skills in working with young children.

Arizona has effectively implemented financial supports such as Quality First Scholarships, including those targeted to 3- to 5-year olds (state-funded preschool), and CCDF Child Care Subsidies to help more Children with High Needs enroll in high-quality ELDPs and help those programs maintain the supply for families in areas with high concentrations of need. Scholarships provide a significant, consistent revenue source for ELDPs, and therefore help maintain the supply of quality ELDPs and provide continuity of care for families who might otherwise be unable to pay for quality care in which child-caregiver relationships are supported. The total amount allocated for Quality First Scholarships in state FY2014 is $53,592,723 and supports approximately 7007 full time scholarships. This is a substantial increase since 2009 when $12,239,194 was spent. (Table (A)(1)-4). In FY2013, scholarships helped more than 14,121 infants, toddlers, and preschoolers access quality early care and education (ECDH, 2013).

Driving access without improving quality for Children with High Needs increases readiness gaps and undermines real parental choice. Arizona has made a policy decision to link Quality First Scholarships to the TQRIS. Quality First scholarships were added as a component of TQRIS in 2013. The current model provides all ELDPs in TQRIS a targeted number of scholarships based on their size and quality tier level. ECDH has a phase-in approach for ensuring that families using Quality First scholarships have access to ELDPs rated in the top tier levels of TQRIS. By July 1, 2015, only programs at the top tier levels of TQRIS will be eligible to receive Quality First Scholarships. Tier level 1 ELDP scholarships will be phased out by July 1, 2014 and tier level 2 ELDPs by July 1, 2015. This provides low-income families with significant financial support to access high-quality programs and also acts as an incentive for ELDPs to improve quality.

Currently, Quality First Scholarship reimbursement rates are based on the 2012 child care

market rate survey conducted by DES. ECDH will implement new reimbursement rates beginning July 1, 2014 based on a cost of quality study conducted by ECDH.

Quality First Scholarships (including those targeted to children ages 3-5, which is considered state funded preschool) are complementary to CCDF subsidies that help families whose income meets 200 percent or less of the federal poverty level (FPL) and who are not eligible or not receiving CCDF support to afford higher levels of quality programs that lead to school readiness.

Quality First Scholarships also maximize participation of ELDPs funded through CCDF because those programs also serve low-income children from families with household income just above the CCDF income eligibility levels. Quality First scholarship funding provides the state match necessary to draw down all federal CCDF dollars available to Arizona, allowing more than 30,300 children to enroll in ELDPs in FY2013. A Memorandum of Understanding (MOU) between DES, ECDH, and the Governor's office outlines the collaborative work these three agencies will do to determine and implement additional policies and strategies to link CCDF payment rates to tiered levels in TQRIS, further incentivizing the number of CCDF funded ELDPs participating in TQRIS and increasing the supply of high quality programs serving Children with High Needs (Attachment J).

(B)(2) High Quality Plan – RTT-ELC Funded Components.

Goal 2.1	By June 2017, Arizona will increase early learning and development program participation in the state TQRIS in Targeted High Need Regions as well as statewide in State-funded preschool programs,

A series of initiatives will incentivize increased ELDP participation in Arizona's TQRIS in Targeted High Need Regions and across the rest of the state as well as in state-funded preschool programs, Early Head Start and Head Start programs, ELDPs funded under section 619 of Part B of IDEA and Part C of IDEA, ELDPs funded under Title I of ESEA and ELDPs receiving funds from the State's CCDF program:

1. Increase the number and funding amount of Quality First scholarships and link them on a tiered basis to TQRIS. Using RTT-ELC funds, Arizona will make a substantially higher investment in Targeted High Need Regions to increase the number of ELDPs participating in TQRIS that receive Quality First scholarships. The number and funding amount of each scholarship is tied to increasing levels of quality in the TQRIS tiers (See more detail in Section (B)(4)(a)). This intentional approach allows Arizona to ramp up

the trajectory and incentivize participants to higher quality, while providing financial support benefiting low-income families whose children are enrolled in those programs.

2. Quality First Scholarships will no longer be available as of July 1, 2015 to TQRIS participants that have not achieved the top 3-5 tier levels. (See Section (B)(2)(b) for more detail on this strategy.) Substantial TA and coaching will still be available to 1- and 2-tier level ELDPs to support progress in reaching top tiers.

3. Partnering with PSAs, Recruit Head Start and Early Head Start, state-funded preschool programs, ELDPs funded under section 619 of Part B of IDEA and Part C of IDEA, ELDPs funded under Title I of ESEA, ELDPs receiving funds from CCDF, ELDPs on Indian lands, and especially those in Targeted High Need Regions.

4. Currently 49 ELDPs utilize the Rating Only option. In order to target and maximize the number of ELDPs in TQRIS, ADE will work with EDCH to use RTT-ELC funding to recruit Head Start, Early Head Start, programs funded through IDEA part B, 619 and Title I to participate in Rating Only so that 46% of these programs are participating in Quality First by calendar year 2017 (See Table (B)(2)(c)). (Part C services are delivered predominantly in natural environments or in FFN care, not in regulated ELDPs.)

5. ECDH and the Arizona Child Care Association will partner to develop a Shared Services Alliances ELDP model (community-based partnership model comprised of ELDPs working together to share costs and deliver services in a more streamlined and efficient way) will be piloted in a Targeted High Need Region with TQRIS. Alliances enable ELDPs to join forces administratively to lower costs in business functions like payroll, benefits management, banking, janitorial, food services, insurance and purchasing as well as apply TQRIS services in a more effective way. These cost savings can be reinvested in improved wages and benefits, thereby helping to provide families with higher quality and improve long-term financial strength of ELDPs. Similar to Communities of Practice, the model will encourage and strongly support ELDP participation in TQRIS.

6. Arizona will implement policies and strategies that will increase CCDF funded programs in TQRIS. DES will coordinate CCDF quality set-aside funds to align with TQRIS and collaborate with ECDH to align CCDF policy and practice with TQRIS – including discussion of a tiered subsidy reimbursement;

See Attachment J for PSA MOUs – the MOU from the Department of Economic Security

speaks specifically to this work.

7. Arizona will develop and implement a "buy-in option" that allows corporate and philanthropic funding, and as well individual program funding, to increase the number of ELDPs participating in TQRIS.

Table B-iv: High Quality Plan: Key Subgoals/Activities: TQRIS

Subgoal	Activities
2.1.1	By June 2017, Arizona will increase participation of Head Start and Early Head Start programs, state-funded preschool programs, ELDPs funded under section 619 of Part B of IDEA and Part C of IDEA and ELDPs funded under Title I of ESEA in the state TQRIS statewide and in Targeted High Need Regions.
2.1.2	By June 2017, Arizona will increase participation of ELDPs that are contracted to serve children receiving CCDF subsidy in the state TQRIS statewide and in Targeted High Need Regions.
2.1.3	By June 2017, Arizona will increase participation of ELDPs on Indian lands that serve Children with High Needs in the state TQRIS statewide and in Targeted High Need Regions.
2.1.4	By June 2017, Arizona will increase participation of ELDPs that serve Children with High Needs in the state TQRIS statewide and in Targeted High Need Regions.
2.1.5	By June 2017, Arizona will promote participation and access to the state TQRIS by increasing the number of Children with High Needs receiving Quality First scholarships statewide and in Targeted High Need Regions.
2.1.6	By June 2015, Arizona will implement a "Buy-In" option for corporate, private, or philanthropic sponsorships of early learning and development program participation in the state TQRIS.

Table B-v: Timeline and Milestones: TQRIS

	Year 1				Year 2				Year 3				Year 4			
	Quarter				Quarter				Quarter				Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Develop a final work plan	X	X														
Continue increasing the number and funding amount of Quality First scholarships and linking them on a tiered basis to Quality First																
Use data dashboard to track the number of Children with High Needs statewide and in Targeted High Need Regions		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

	Year 1				Year 2				Year 3				Year 4			
	Quarter				Quarter				Quarter				Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Establish new thresholds for participation rates for those caring for Children with High Needs to influence selection of ELDPs into TQRIS			X	X	X	X										
Work with partner agencies to identify strategies to recruit underrepresented types of ELDPs who have emphasis on serving Children with High Needs in subgoal categories		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop marketing materials for and recruit underrepresented types of ELDPs who have emphasis on serving Children with High Needs.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop marketing materials for TQRIS Rating-Only option targeting specific groups of ELDPs		X	X	X												
Enroll certain ELDPs for TQRIS Rating Only option (state funded pre-kindergarten; Early Head Start and Head Start; ESEA, part B, 619 and IDEA part C programs; and ESEA Title I programs)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Plan and pilot Shared Services ELDP model in a targeted high need region targeting rural ELDPs					X	X	X	X	X	X	X	X				
DES will coordinate CCDF quality set-aside funds to align with TQRIS and collaborate with ECDH to align CCDF policy and practice with TQRIS – including discussion of a tiered subsidy reimbursement;		X	X	X	X	X	X	X	X	X						
Gain philanthropic support/additional funding streams to provide sponsorships of ELDP participation in the TQRIS	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop and implement a "Buy-In" option for corporate, private, or philanthropic sponsorships of ELDP participation in the state TQRIS	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Table B-vi: Implementation of Arizona's High Quality Plan: TQRIS

Parties Responsible and Key Personnel Assigned	DES, ACDH, Interagency Director's Coordinating Council; RTT Grant Management Advisory Taskforce, ADE, State Head Start Collaboration Office, Implementation Team, DHS, Arizona Child Care Association (to pilot the Shared services model) in a Targeted High Need Region.
Financial Resources Section B	A total of $29,595,000 for four years: $3,655,000 in Year 1, $9,805,000 in Year 2, $9,805,000 in Year 3, and $6,330,000 in Year 4. For PSA allocations, please see Budget Narrative
Supporting Evidence	Data in Table (B)(2)(c)
Key performance measures	#/% of ELDPs participating in TQRIS #/% of type of ELDPs participating in TQRIS # of state-funded preschool programs in TQRIS Rating Only # of ELDPs participating in shared services pilot in Targeted High Need Region # of ELDPs participating in TQRIS through "buy-in" option #/% of ELDPs participating in TQRIS servicing high % of Children with High Needs
How will this goal meet the needs of different types of ELDPs?	This goal specifically targets different types of ELDPs for increased participation by type of program and also for Children with High Needs.
How will this goal meet the needs of Children with High Needs in high need areas?	Children with High Needs will be able to access higher quality care especially in areas of concentration of Children with High Needs.
Selection criterion Addressed	(B)(1), (B)(2), (B)(4), Absolute Priority
Cross-reference to other projects/goals	Grant sections: B(1), B(2), B(3), B(4), B(5), A(4)

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System

Type of Early Learning and Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2014		Target -end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool *TQRIS ELDPs receiving Quality First scholarships*	866	866	100	964	100	1057	100	1149	100	1243	100
Early Head Start and Head Start[20]	789	148	19	166	21	182	23	197	25	213	27
ELDPs funded by IDEA, Part C*	42*	0	0	0	0	0	0	0	0	0	0
ELDPs funded by IDEA, Part B, section 619	142	51	36	52	37	54	38	55	39	57	40
ELDPs funded under Title I of ESEA	180	83	46	85	47	86	48	88	49	90	50
ELDPs receiving from CCDF funds	3,700	626	17	703	19	777	21	851	23	1000	27
Other:											

[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]

*Part C services are predominantly provided in natural environments or FFN care, and not in regulated ELDPs

Current baselines for target regions:

South Phoenix: Head Start (53) CCDF (51) Title 1 (4)

San Carlos Apache Head Start (12) CCDF (0) Title 1 (0)

Navajo Apache Head Start (0) CCDF (3) Title 1 (0)

Santa Cruz: Head Start (0) CCDF (6) Title 1 (1)

---

[20] Including Migrant and Tribal Head Start located in the State.

(B)(3) Rating and monitoring Early Learning and Development Programs. Arizona has developed a robust system for rating and monitoring the quality of ELDPs participating in TQRIS. The state's system incorporates valid and reliable assessment tools for monitoring quality standards, highly trained assessors who meet or exceed industry reliability standards, and a monitoring schedule for annual or bi-annual assessments depending on the quality tier level.

The TQRIS has five tiers based on program standards. Tier 1 demonstrates a commitment to examine practices and improve beyond the quality required by state licensing requirements. To advance to a higher level the ELDP is required to score progressively higher on the valid and reliable assessment tools, and at tiers 3-5, additional quality requirements must be met.

(B)(3)(a) *Valid and reliable assessment tools.* Arizona uses two assessments that have strong reliability and validity (ERS family and CLASS). The TQRIS Point Scale Assessment was piloted in a study conducted in 2010. The pilot study outcomes provided information that was helpful in simplifying and narrowing a core set of evidence-based standards that are not assessed in the ERS or CLASS assessments.

Multiple protocols and procedures are in place to establish inter-rater reliability. Assessors complete a rigorous 12-week training process to ensure achievement of reliability on each of the assessment tools. Once reliable, each assessor participates in drift testing every 10th assessment conducted for each assessment tool to ensure that reliability is consistently maintained. Currently the statewide assessment team maintains above 90% reliability collectively on all of the ERS tools and 89% reliability on both the CLASS Pre-K and Toddler CLASS. These reliability averages are above what is recommended by the developers of the ERS (recommended 85% reliability) and CLASS (recommended 80% reliability).

Assessment Tools

Measures of Environmental Quality. Measures of environmental quality are included in all TQRIS tier levels using the Environment Rating Scales (ERS) (Harms et al., 2004). The scales have good inter-rater, test-retest, and global reliability, internal consistency and content, and predictive and concurrent validity showing significant relationship with other quality measures (e.g., Caregiver Interaction Scale) and child outcomes (Clifford, Reszka, & Rossbach, 2010). The ERS assess the quality of ELDP environments on seven subscales that focus on different aspects of the classroom environment. These include: (a) space and furnishings, (b) personal care routines, (c) language-reasoning, (d) activities, (e) interaction, (f) program

structure, and (g) parents and staff. There are three versions of the ERS, each designed to assess a specific age group and early care setting. Center-based ELDPs are assessed using the Infant Toddler Environment Rating Scale (Harms et al., 2006) and the Early Childhood Environment Rating Scale (Harms et al., 2004). Family child care ELDPs are assessed using the Family Child Care Environment Rating Scale (Harms et al., 2007).

Measures of the Quality of Adult-Child Interactions. Measures of the quality of adult-child interactions are included in the Arizona TQRIS 3 - 5 tier levels. ELDPs attaining an average score of three or above on the ERS are assessed using the Classroom Assessment Scoring System (CLASS) Pre-K (Pianta et al., 2008). The CLASS Pre-K is a reliable and valid instrument used in ELDPs that have enrolled children between the ages of 30 months and 5 years of age. The CLASS Pre-K assesses the quality of interactions between adults and children and interactions between peers in ELDPs. It measures three domains: (a) Emotional Support, the social and emotional functioning in the classroom, including the positive and negative climate, teacher sensitivity, and regard for student perspectives; (b) Classroom Organization, i.e., behavior management, productivity, and instructional learning formats; and (c) Instructional Support, i.e., children's cognitive and language development through concept development, quality of feedback, and language modeling. Arizona was one of the first states to incorporate the CLASS as a component in TQRIS.

The Toddler CLASS is currently being implemented in three phases: Assessor implementation; Coach and ELDP implementation; and Rating Scale implementation. Assessor implementation is currently underway. The assessors trained to reliability are actively using the Toddler CLASS in ELDPs that enroll children between the ages of 15 and 36 months and are being assessed with the CLASS Pre-K. In 2014, coach and TQRIS participant implementation will begin with coach training on the tool and end with participants receiving formal reports of the assessment results. Final implementation will occur in 2015 when the results of the Toddler CLASS will be used as part of rating calculation.

The Toddler CLASS assesses how EC educators engage and relate to children as well as provide learning opportunities within activities and routines. The Toddler CLASS measures the quality of interactions using two major domains: Emotional and Behavioral Support and Engaged Support for Learning. The Emotional Behavior Support domain is defined by EC educator "and child expression of emotions (positive and negative), the responsiveness and

sensitivity of the teacher, the degree to which children's perspectives are considered and independence is fostered, and the support of the development of behavior regulations so that children can meet expectations in the classroom and fully participate in classroom activities." (La Paro, Hamre, & Pianta, 2012, p. 4). The Engaged Support for Learning domain "focuses on the ways in which teachers interact with children to facilitate learning activities to effectively support and scaffold development, learning and language." (La Paro et al., 2012, p. 6).

Measuring Administrative Practices. The Quality First Points Scale (ECDH, 2011c) (Attachment E) is an instrument designed to identify program administrative practices and assess the incorporation of these program practices through review of portfolio documentation in three evidence-based quality areas not fully addressed in the ERS or CLASS: (a) EC Educator and Administrator Qualifications: educational degrees and/or college credits completed in early childhood education or related fields; and EC experience of EC educators; (b) Administrative Practices: ratios of adults to children and maximum group size for ELDPs; and continuity of care among the director or assistant director, lead teachers, and assistant teachers in ELDPs; and (c) Curriculum and Child Assessment: alignment of curriculum and ongoing, developmentally appropriate child level screening and assessment using the ELDS; and communication with families about child activities and progress.

The Quality First Points Scale has good face validity; it is based on an extensive review of the national research on quality indicators with evidence of predicting quality in ELDPs (Mashburn et al., 2008). In addition, the TQRIS Validation Study (B)(5) will strengthen predictive validity by identifying predictors of children's school success and inform any modification to the Quality First Point Scale moving forward.

Measuring Quality in Programs for Children with High Needs. The Quality First Points Scale and ERS assess environmental quality, curriculum, and child assessment specifically for Children with High Needs in the areas of disabilities or developmental delays. The ERS: 1) Gathers information about the number of children with disabilities who have an IFSP or IEP; and 2) Assesses inclusion (the accessibility of materials and considerations of space and furnishings in the learning environment). Participants earn points on the Quality First Points Scale if they document the use of developmental and sensory screening and use results to develop strategies, implement modifications and/or make adaptations that allow all children with special health and/or developmental needs to participate. Although not calculated in a rating for self-contained

classrooms that serve only children with developmental delays or disabilities, the CLASS is used in those classrooms to provide program feedback about the quality of interactions. In classrooms where children speak a language other than English, CLASS assessors are bilingual to ensure accurate observations and assessment.

Arizona consulted tribal representatives regarding the cultural and linguistic appropriateness of the chosen assessment tools. Early TQRIS tribal ELDP feedback was incorporated into the guidance for assessor training on both the ERS and CLASS. The ERS scales have been shown to have good predictive validity across nationalities, cultures and languages (Peisner-Feinberg & Burchinal, 1997).

Determining TQRIS Rating and Frequency of Rating. The Arizona TQRIS uses a three-stage rating system (Stage 1: Environmental Assessment, Stage 2: Child-Adult Interactions Assessment, and Stage 3: Program Practices Assessment). All Stage 1 program standards must be achieved before assessment at Stage 2 can proceed, and all Stage 2 standards must be achieved before assessment at Stage 3 can proceed. Participants receive six months of individualized on-site technical assistance to prepare supporting evidence in Stage 3.

In Stage 1, one-third of the total number of classrooms are assessed using the ERS to include at least one Infant Toddler classroom and one Preschool classroom (based on the enrollment in the program). In Stage 2, one-third of the total number of preschool classrooms are assessed using the CLASS Pre-K. Upon the full implementation of the Toddler CLASS, and additional one-third of the toddler classrooms will be assessed. In stage 3, the standards for ED educators and administrators is assessed for the entire program, the standards for ratios and group sizes are assessed for the entire program and the standards for curriculum and child assessment are assessed only in the classrooms that received an ERS and/or CLASS assessment.

Participants are reassessed and rerated every 12-14 months if they have achieved a 1- or 2-tier level. Participants at the 3-, 4-, or 5-tier levels are reassessed and rerated every 24-27 months. All first time assessments are scheduled with the ELDP and rating results are not made public, but rather used for quality improvement. All assessments thereafter are unannounced and rating results are made public.

TQRIS Assessors. TQRIS assessors conduct formal assessments in each participating ELDP. Assessors receive rigorous training, lasting approximately 12 weeks, to ensure reliability as noted above. Assessors receive on-going reflective supervision and drift testing as indicated

above. Assessors whose reliability falls below acceptable levels are suspended from assessment activities and provided additional training until reliability is reestablished.

(B)(3)(b) *Providing rating and licensing information to families.* The Arizona TQRIS makes information available to parents and the public through its website QualityFirstAZ.com. The website contains the contact information (name and address) and a mapped location of every TQRIS participating ELDP along with the TQRIS tier level. Parents can search by type of ELDP, age of care provided, ELDP name, location (zip code), or tier level. Additionally, a description of what quality is and why it matters is included in the website in language that is easily understood, and will be translated to Spanish in early 2014. A quality checklist and other resources are available on the website for families.

The Arizona TQRIS information system is linked with the Child Care Resource and Referral (CCR&R) website and is linked to licensing information provided by the DHS-Bureau of Child Care Licensing (DHS-BCCL) website. The CCR&R database contains information on regulated and unregulated ELDPs, including their participation in Arizona's CCDF program. The recently revised DHS-BCCL website is user-friendly for families and ELDPs seeking information about licensing regulations as well as descriptions of quality indicators in child care. All three websites bring together existing sources of information for families that provide access to everything on one website. By September 2014, TQRIS will develop a community engagement strategy to share information about program quality and licensing with families.

(B)(3) High Quality Plan – RTT ELC funded components.

Goal 3.1	By September 2014, Arizona will provide quality rating and licensing information to all families with children enrolled in early learning and development programs statewide.

Arizona plans to use RTT ELC funds to expand the availability of quality rating and licensing information to all families statewide. These activities will enable families to make informed choices when enrolling their child in an ELDP. This information will assist parents in understanding they are their child's first and primary teacher, the importance of choosing a high quality ELDP, and will provide opportunities for high quality ELDPs to recruit for enrollment Children with High Needs.

Subgoal	Activities
	Key activities are to support this project are presented below.

Table B-vii: Timeline and Milestones: Informing Families

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Create video enhancements for TQRIS website	X	X														
Create Spanish-language TQRIS website					X	X	X	X	X	X	X	X	X	X	X	X
Update TQRIS Quality First website with information and activities that families can do with their children		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Educate home visitors and ELDPs about existing materials		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Create materials and presentation to disseminate meaning of TQRIS for parents		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Create statewide media campaign to highlight importance of quality child care and preschool, including written materials specifically for families and ELDPs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	ECDH and PSAs, CCR&R, ELDPs, Home Visitors, and other educators
Financial Resources Section B	A total of $29,595,000 for four years: $3,655,000 in Year 1, $9,805,000 in Year 2, $9,805,000 in Year 3, and $6,330,000 in Year 4. For PSA allocations, please see Budget Narrative
Supporting Evidence	N/A
Key performance measures	# of families who view video enhancements on website # of hits on English-language TQRIS website # of hits on Spanish-language TQRIS website # of TQRIS developed materials distributed on importance of quality ELDPs
How will this goal meet the needs of ELDPs?	This goal will help ELDPs by informing the families of Children with High Needs about the importance of high quality early childhood experiences for young children and the availability of scholarships.

How will this goal meet the needs of Children with High Needs in high need areas?	This goal will help Children with High Needs by providing families about the importance of high quality early childhood experiences for young children and the availability of scholarships.
Selection criterion Addressed	(C)(3)(b), Absolute Priority
Cross-reference to other projects/goals	All Goal s in Goal Area 3

Goal 2.7	By June, 2017, Arizona will provide quality assurance and monitoring of the state TQRIS (Quality First).

Subgoal	Activities
	Continue to research the monitoring and QA practices from other state TQRIS for continuous improvement of Arizona's TQRIS.
	Implement TQRIS Quality First Academy to further support coaching integrity and PD.

Table B-viii: Timeline and Milestones: Monitoring the TQRIS

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Review monitoring and QA practices from other state TQRIS	X	X														
Identify barriers coaching and TA providers face (needs and asset report)		X														
Link Coaching and TA curriculum with TA and Coaching Competencies Framework		X	X	X												
Modify monitoring and TA practices for TQRIS for continuous improvement			X	X						X	X					

Parties Responsible and Key Personnel Assigned	Implementation Team, Quality First Academy Grantee (Southwest Human Development), All PSAs
Financial Resources Section B	A total of $29,595,000 for four years: $3,655,000 in Year 1, $9,805,000 in Year 2, $9,805,000 in Year 3, and $6,330,000 in Year 4. For PSA allocations, please see Budget Narrative
Supporting Evidence	Quality First Implementation Manual Quality First Assessment Operations Manual Quality First Academy Scope of Work
Key performance measures	#/% of coaches and TA providers accessing PD through Quality First Academy Completion of coaching and TA provider curriculum and learning progression PD, Coaching and TA provider Competencies
How will this goal meet different types of ELDPs?	Ensures a standards-based, consistent monitoring and QA process that informs ELDP quality improvement plans and needed supports for improving and sustaining quality
How will this goal meet the needs of Children with High Needs in high need areas?	Children with High Needs receive higher-quality early learning programs and services
Selection criterion Addressed	(B)(3), Absolute Priority
Cross-reference to other projects/goals	Goals 2.1 and 2.2; Section B, Section C and Section D

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. Arizona has a well-developed and incentivized system of policies and practices that support the improvement of quality in ELDPs and encourages participation in TQRIS. The system includes individualized high capacity coaching, promoting EC educators' ongoing PD, financial incentives, a focus on program standards, and the use of quality improvement plans for continuous improvement (see Figure B-1). Likewise, working families are provided access to high-quality ELDPs through the availability of Quality First scholarships to support child tuition.

Incentives and supports are offered to all participants in TQRIS at differentiated levels. ELDPs that have not yet achieved the quality levels (1-2 tier levels) receive high-intensity coaching, supports and incentives to address improvement, while ELDPs at the quality tier levels 3-5 have access to less intensive coaching but receive substantial child care scholarship support. These scholarships are specifically dedicated to Children with High Needs. To ensure that Children with High Needs have access to high quality ELDPs, the number of each scholarship increases commensurate with the ELDP TQRIS rating.

(B)(4)(a) *Policies and practices that provide support and incentives for continuous improvement.* Arizona TQRIS has implemented numerous policies and practices and provided substantial incentives to encourage, support, and induce ELDPs participation in TQRIS (see Section B(2)(b)). In state FY2014, Arizona has allocated $18,673,755 for Quality First coaching, financial incentives and assessment with an additional $14,205,461 allocated in state FY2014 for additional quality supports including CCHC, TEACH Early Childhood Arizona, licensing fee assistance and technical assistance in mental health, inclusion of children with special needs and pre-kindergarten mentoring. This has significantly increased since the inception of TQRIS four years ago in which expenditures were almost $2 million for Quality First Coaching, financial incentives and assessment and the additional quality supports totaled just over $2 million and did not include all the additional supports as are included now (inclusion of children with special needs, licensing fee assistance were not funded in 2009).

Table B-2 indicates the average cost benefit to programs participating in the TQRIS that is paid for from ECDH tobacco tax funds. This cost benefit includes the costs of coaching, assessment, financial incentives, technical assistance, licensure fee assistance, T.E.A.C.H. Scholarships and Quality First Scholarships. Cost benefits vary based on the size and location of the ELDP; beginning July 1, 2014, the location will no longer be a factor in cost benefit. (Table B-ix).

Table B-ix: Total TQRIS (Quality First) Cost-Benefit to Participating Programs in FY2014

Quality First Model	Centers		Homes	
	1 – 2 Tier Levels	3 – 5 Tier Levels	1 – 2 Tier Levels	3 – 5 Tier Levels
Quality First Services and Scholarships	$72,743	$87,289	$34,584	$32,425

On-Site, Individualized, Targeted Coaching, Training and Technical Assistance.
Arizona's TQRIS provides individualized on-site, targeted coaching, training and technical
assistance to TQRIS participants across the state. Coaches have an average caseload of 9–12
ELDPs and spend 4–8 hours per month with each TQRIS full participation programs, including
those in geographically isolated areas. Coaching, provided both on-site and remotely, includes
orientation and preparation for assessment and rating, review of assessment results, and
collaborative development and implementation of a quality improvement plan (QIP). Coaching
is utilized to assist ELDPs achieve targeted goals contained in their QIP and to facilitate the use
of incentive funds, TEACH scholarships, and in accessing technical assistance in child health,
early childhood mental health and inclusion of children with special needs. Coaches provide TA
and links to community resources for ELDPs with Children with High Needs (including children
who have health and/or mental health concerns) and assist with the coordination of other
specialized consultants and technical assistance providers for mental health, child care health,
and inclusion of children with special needs.

The skills and knowledge of the TQRIS coaches are paramount to the success of TQRIS.
Coaches must be able to engage in reflective, relationship-based supervision and be able to
create, nurture, and maintain relationships with TQRIS ELDPs. Coaches, at a minimum, must
hold a Bachelor's degree in EC education or a related field and have significant field experience
as a consultant or EC educator. Coaches receive extensive orientation and training and must
participate in ongoing PD, including through the Arizona Quality First Academy. (The Quality
First Academy operated through the state is described in Section (D)(2).)

Training and Technical Assistance. Specialized training and TA is provided to TQRIS
ELDPs in three primary areas: (a) Health, (b) EC Mental Health, and (c) Inclusion and Special
Needs.

Child Care Health Consultants provide information, guidance, and support to ELDPs to
ensure that children are safe, healthy, and ready to succeed. Consultants train early childhood
educators to talk with families on health topics such as oral health, nutrition and weight control,
developmental concerns, and the value of well-child exams and immunizations. TQRIS
intentionally works with federal programs such as the Indian Health Service for the
implementation of Child Care Health Consultation to ensure that the consultation is linguistically

and culturally appropriate for ELDPs serving children on Indian lands.

EC Mental Health Consultants assist ELDPs by building the capacity and improving the ability of early childhood educators and families to prevent, identify, and reduce the impact of social-emotional development difficulties among young children. (See Section (C)(3) for more detailed information.)

Inclusion Specialists include child development and special education specialists who provide consultation to facilitate the inclusion of children with special needs by offering assessment and technical assistance. Supports include onsite consultation and training to promote early screening activities, identify children who need follow-up assessment and make classroom modifications to meet the needs of children with special needs. (See Section (C)(3) for more detailed information.)

Incentives for Continuous Improvement. ELDPs participating in TQRIS receive substantial financial incentives to support and maintain quality improvement efforts. ELDP participants can receive three types of financial incentives: (a) incentive funds, (b) Quality First Scholarships; and (c) licensing fee assistance. Arizona also is the only state that pays a portion (50%) of the ELDP's licensing fees directly to the licensing agency, depending on the assessed level of quality (Tout et al., 2010).

Incentive Funds. Incentive funds are currently available to all tier levels. Beginning July 1, 2014 only ELDPs at the 1 and 2 tier levels will have access to incentive funds while their access to Quality First scholarships is being phased out. ELDPs at the 3, 4 and 5 tier levels will have financial incentives phased out in state FY2015 because their scholarship award will increase. Annual materials and equipment purchases range from $8,400 per participating program in large high-quality center-based ELDPs to $1050 per participating program in small family child care homes. These funds are available to purchase developmentally appropriate materials and supplies, improve facility equipment and supplement PD opportunities. The use of incentive funds must address a component of the Quality Improvement Plan (QIP) developed with the TQRIS coach and provider.

Quality First Scholarships. Quality First Scholarships Child Care Scholarship amounts for ELDPs in the quality levels of the TQRIS (Quality First) quality levels range from approximately $158,000 annually for a large tier level 5 ELDP center to $10, 500 annually in a tier level 3 family child care home. Further detail about Quality First

Scholarships can be found in (B)(2)(b).

Licensure Fees Assistance. All programs participating in TQRIS and implementing the Empower standards (and are regulated by the Department of Health Services) receive 50% reduction toward the cost of state licensure fees every three years (group homes - $500, small centers - $500, medium centers - $2,000, and large centers - $3,900).

T.E.A.C.H. Early Childhood® Arizona Scholarships. Upon enrollment in TQRIS ELDPs are provided T.E.A.C.H. scholarships to assist programs in achieving the EC educator and administrator TQRIS standards detailed in the Quality First Points Scale. For FY2014, ECDH has allotted almost $4 million (3,926,880) to T.E.A.C.H. Early Childhood® Arizona which funds approximately 905 annual scholarships. This has increased from the inception in 2009 when $96,997.00 was invested. To date, since 2009, 2,542 scholarships have been awarded to 2,170 EC educators statewide. Thirty-eight scholars have completed their AA degree program and 95 scholars have been awarded their CDA Credential since 2009.

Professional REWARD$. In an effort to attract and retain seasoned and gifted teachers of young children, Arizona has instituted a Professional REWARD$ program that offers compensation to reduce staff turnover. This supports programs in achieving the continuity of care TQRIS standards detailed in the Quality First Points Scale. Professional REWARD$ is an EC educator compensation and retention program that offers a financial incentive to ELDP educators working with children under age five. The program acknowledges and rewards progressive education, educational attainment, and commitment to continuous employment at an ELDP regulated by a federal, state, or federally recognized tribal authority. Approved EC educators receive a financial incentive ranging from $300 to $2,000, based on their education. For FY2014, FTF has allotted almost $2 million (1,876,750) to Professional REWARD$, and 1,674 stipends were paid to early educators statewide in FY2013. This investment has increased each year since its inception in 2010 when the investment was only almost $400,000.

(B)(4)(b) *Policies, practices and financing provide support for working families with Children with High Needs.* In addition to CCDF child care subsidies, Quality First Scholarships for Children with High Needs ensures access to high quality programs. Driving access without improving quality for Children with High Needs increases readiness gaps and undermines real parental choice. Arizona has made a policy decision to link Quality First Scholarships to the TQRIS. Quality First scholarships were added as a component of TQRIS in 2013. The current

model provides all ELDPs in TQRIS a targeted number of full-day, full-year scholarships based on their size and quality tier level. Scholarships can be split into two part-time scholarships in order to meet the needs of the family and child and may also be targeted to children ages three to five years (state-funded preschool). ELDPs provide scholarships to families at or below 200% of the poverty level. ECDH has a phase-in approach for ensuring that families using Quality First scholarships have access to ELDPs rated in the top tier levels of TQRIS. By July 1, 2015, only programs at the top tier levels of TQRIS will be eligible to receive Quality First Scholarships. Tier level 1 ELDPs will be phased out in by July 1, 2014 and tier level 2 ELDPs will be phased out by July 1, 2015. This provides low-income families with significant financial support to access high-quality programs, and also acts as an incentive for ELDPs to improve quality.

The scholarship base model slots and current reimbursement rates can be seen in Table B-x. As described in section (b)(2)(b), the reimbursement rates will be increased on July 1, 2014 to more accurately reflect the cost of quality.

Table B-x: TQRIS Scholarship Model

Tier Level	% Median Reimbursement Rate	Maximum Number of Full-time Child Care Scholarships in TQRIS Package			
		Large Center	Medium Center	Small Center	Home
1	75	9	6	4	1
2	75	10	7	5	2
3	85	12	9	6	2
4	100	15	11	8	3
5	110	17	12	9	4

Family Support Services. Early learning and development programs that offer full-day, year-round programming are prioritized for selection into TQRIS so that working families have more choice and high quality supports. TQRIS health promotion standards ensure Children with High Needs receive regular, healthy meals and snacks through participation in the USDA Child and Adult Care Food Program. TQRIS coaches help ELDPs promote linkages and alignment with family support services, such as home visitation, community-based parent education and family resource centers, especially for low-income or working families; single-parent families or those who seek assistance or have questions about their child's development, behavior or health status. Additionally, home visitors in family support programs give parents information about the

quality of early care and education programs if they require out-of-home care for their children while they work or attend school.

(B)(4)(c) *Advancing Arizona's High-Quality Plan to Promote Participation in TQRIS.* To advance Arizona's High-Quality Plan, ECDH recognizes the need to substantially increase: (a) the quality rating of TQRIS participants and (b) the number of Children with High Needs enrolled in these programs. To achieve this goal, Arizona will engage in the following:

1. ECDH prioritizes Children with High Needs in its initiatives, policies, and practices (see Section (B)(2)(c)).

2. Increase ELDPs in TQRIS 3- 5 tier levels.

3. TQRIS follows a tiered reimbursement structure with higher incentives associated with higher quality levels in 3-5 tier levels. (Table B-2).

4. Multiple funding streams including philanthropic investments are being targeted for Children with High Need (see section B2a for description on public private partnerships).

5. TQRIS utilizes Coaches, Mental Health Consultants, Child Care Health Consultants, and Inclusion Specialists and to help ELDPs work with Children with High Needs.

6. Implement the FY2015 model change that provides a tiered differentiation between the incentives and supports offered at each tier level. Programs at the low-quality level (1–2 tiers) will receive high-intensity coaching, supports and incentives to aggressively move up the tier levels, while programs at the higher-quality level (3–5 tiers) will have access to less-intensive coaching and access to scholarships.

7. ELDPs receive Quality First Scholarships to provide families with Children with High Needs access to high-quality programs.

8. Monitoring the number of number of Children with High Needs by type both statewide and in Targeted High Need Regions.

9. Enhance Quality First Academy to ensure that coaches and consultants have the skills, knowledge and competencies necessary to support programs in quality improvement to progress to top 3-5 tier levels. (Also see Section (D)(2).)

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	**Target- end of calendar year 2014**	**Target- end of calendar year 2015**	**Target- end of calendar year 2016**	**Target- end of calendar year 2017**
Total number of programs covered by the Tiered Quality Rating and Improvement System	866	964	1057	1149	1243
Number of programs in Tier 1	23	19	10	12	12
Number of programs in Tier 2	573	578	528	460	423
Number of programs in Tier 3	181	257	369	477	546
Number of programs in Tier 4	69	80	110	150	200
Number of programs in Tier 5	18	30	40	50	62

Include a row for each tier in the State's Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier.

Baseline numbers are actual based on ELDP's that are rated; data is extracted from the web-based Quality First data system administered by ECDH; ELDPs and TQRIS coaches enter data in the ELDP profile which is stored in the databased.

Tier levels baseline include programs official rating (those with ERS, CLASS and QF Points Scale) and those with an estimated rating (ERS and CLASS, pending the Quality First Points Scale).

Assumption that most new programs will enroll at 2 or 3 tier levels.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2014		Target -end of calendar year 2015		Target-end of calendar year 2016		Target-end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool *TQRIS participants receiving Quality First scholarships*	14,843	4,795	32	5,338	36	5,853	39	6,679	45	7,421	50
Early Head Start and Head Start[21]	22,449	209	1	2,245	10	5612	15	5,612	25	6,734	30
Early Learning and Development Programs funded by IDEA, Part C	9,737*	0*	0*	0	0	0	0	0	0	0	0
Early Learning and Development Programs funded by IDEA, Part B, section 619	9,673	3,181	33	3,277	34	3,366	35	3,869	40	4,836	50
Early Learning and Development Programs funded under Title I of ESEA	3,173	2,294	72	2,338	74	2,388	75	2,438	77	2,487	78
Early Learning and Development Programs receiving funds from the State's CCDF program	30,040	5,153	17	9,012	25	6,396	30	10,514	35	12,016	40
Other											

[Please list which tiers the State has included as "top tiers," indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information.]

*IDEA Part C services are provided predominantly in natural environments, not in regulated program

---

[21] Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	**Number of Children with High Needs served by programs in the State**	*Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System*									
		Baseline (Today)		**Target-end of calendar year 2014**		**Target - end of calendar year 2015**		**Target-end of calendar year 2016**		**Target-end of calendar year 2017**	
		#	%	#	%	#	%	#	%	#	%

settings

Quality First defines Tiers 3-5 as "top tiers."

Baseline data are estimates from Quality First data system fields: type of program, tier rating and size of program. Number of Children with High Needs served by program data is actual from sources: State funded preschool: FTF grantee report in FTF Programs Grant Management System. Early Head Start and Head Start: 2010 PIR Data for 2010 inclusive of Regional, Migrant and Seasonal and American Indian/Alaska Native Head Start Programs; IDEA Part C: Arizona Department of Economic Security Arizona Early Intervention Program; IDEA Part B: Arizona Department of Education October 2010 Child Count; ESEA Title I: Arizona Department of Education; CCDF: Department of Economic Security Child Care Automated Tracking System; Quality First Scholarships: grantee report in FTF Programs Grant Management System.

(B)(4)(c) *High-Quality Plan – RTT-ELC funded components.* Arizona will use RTT-ELC funds to address 2 specific goals under section (B)(4). These goals include:

> 2.2 Arizona will increase the number and type of early learning and development programs in the top tiers of the state TQRIS that serve Children with High Needs in Targeted High Need Regions.

> 2.4 Arizona will maximize the participation and progress of early learning and development programs in the state TQRIS to improve the quality of early learning programs on Indian lands statewide.

Goal 2.2	By June 2017, Arizona will increase the number and type of ELDPs in the top tiers of the state TQRIS that serve Children with High Needs in Targeted High Need Regions.

By June 2017, through a combination of the following strategies, more Children with High Needs in Targeted High Need Regions will be enrolled in TQRIS top tier ELDPs. Strategies include:

- By July 1, 2016, review research and make recommendations about a requirement for TQRIS participating programs rated at the 3-to-5-tier levels to reserve a minimum percentage of their slots for children from families with household incomes 200% or below the federal poverty guidelines or children with developmental delay or disability. Programs may reserve these slots for children financed through CCDF funds, Quality First, or through other public and private sources.

- Provide additional support to programs rated at levels 1 and 2 tiers based on the results of the validation study regarding the investigation into the components related to improvement.

- By 2016, only programs at the top tiers of the TQRIS will have access to Quality First Scholarships.

- Implement the FY2015 model change that provides a tiered differentiation between the incentives and supports offered at each tier level. Programs at the low-quality level (1–2 tiers) will receive high-intensity coaching, supports and incentives to aggressively move up the tier levels, while programs at the higher-quality level (3–5 tiers) will have access to less-intensive coaching and access to scholarships.

- In FY2015 develop and implement a Quality First Rating Only option that provides a fast-track to rating that includes Quality First Scholarships for programs (if needed) that do not need extended intensive coaching and other improvement supports. Programs choosing this option must be rated at 3–5 tiers or otherwise will go through coaching and receive the full package of Quality First supports and incentives in order to reach a 3-tier level.

Table B-xi: Timeline and Milestones: ELDPs and TQRIS

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Survey QF providers in 1-2 tiers in Targeted High Need Regions to identify needs, assets, and barriers	X	X														
Identify strategies to help providers progress through the tiers based on needs and assets findings		X	X													
Pilot shared services community hubs to increase provider support network and capacity in Targeted High Need Regions				X	X	X	X	X	X							
Build Local Communities of Practice to promote collaboration and PD				X	X	X	X	X	X	X	X	X	X	X	X	X
Monitor data in tier levels by different types of provider serving Children with High Needs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Maximize TQRIS PD/coaching/other supports specifically targeting providers with high percentage of Children with High Needs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Convene stakeholders and ELDP representatives and make recommendation about % of scholarships targeted to low-income and children with developmental delay or disability		X	X	X												

Parties Responsible and Key Personnel Assigned	Representatives of PSAs
Financial Resources Section B	A total of $29,595,000 for four years: $3,655,000 in Year 1, $9,805,000 in Year 2, $9,805,000 in Year 3, and $6,330,000 in Year 4. For PSA allocations, please see Budget Narrative

Supporting Evidence	Baseline data in Table (B)(4)(c)(1) and Table (B)(4)(c)(2)
Key performance measures	1. Completion of needs and assets survey of 1- and 2- tier ELDPs to identify barriers; 2. Implementation of pilot of shared community hubs in high needs regions; 3. Number of ELDPs in the top tiers of the state TQRIS that serve Children with High Needs in Targeted High Need Regions 4. % increase in the number and type of early learning and development programs in the top tiers of the state TQRIS that serve Children with High Needs in Targeted High Need Regions 5. Number of Children with High Needs served
How will this goal meet the needs of different types of ELDPs?	This goal provides ELDPs with differential supports at lower tier levels so they progress to top 3-5 tier levels and also incentivizes top tier levels with more Quality First Scholarships for Children with High Needs and provides a consistent revenue base for ELDPs to sustain quality.
How will this goal meet the needs of Children with High Needs in high need areas?	This goal will meet the needs of Children with High Needs by determining the barriers that keep 1- and 2- tier levels ELDPs from attaining higher quality. By providing Quality First Scholarships, it will also increase low-cost access for Children with High Needs and the #/% of ELDPs serving Children with High Needs in Targeted High Need Regions.
Selection criterion Addressed	(B)(4)(c), (B)(4)(a), Absolute Priority
Cross-reference to other projects/goals	This goal is related to Section C(3) and Section D(2)((Building PD System)

Goal 2.4	By June 2017, Arizona will increase participation and progress of ELDPs in the state TQRIS to improve the quality of early learning programs on Indian lands statewide.

To maximize participation of ELDPs on Indian lands statewide, Arizona will modify the TQRIS assessment protocol and develop health and safety standards for application for ELDPs on Indian lands statewide to ensure they are culturally and linguistically appropriate for tribal communities.

Subgoal	Activities
2.4.1	2.4.1 By June 2017, Arizona will implement health and safety standards that will be adopted across early learning and development programs on Indian lands statewide.
2.4.2	2.4.2. By June 2017, Arizona will develop culturally responsive

	modifications to the state TQRIS assessment protocol for application in early learning and development programs on Indian lands statewide.

Table B- xii: Timeline and Milestones: Progressing ELDPs in the TQRIS

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Develop modifications to the TQRIS assessment protocol for ELDPs on Indian lands statewide	X	X	X													
Review modifications to the TQRIS assessment protocol for ELDPs on Indian lands statewide with tribal representatives.		X	X													
Develop marketing campaign for TQRIS for ELDPs on Indian lands in target regions			X	X	X											
Align health and safety standards in ELDPs across Indian lands statewide		X	X	X	X											
Review health and safety standards in ELDPs across Indian lands statewide with tribal representatives				X	X	X										
Train child care health consultants and inclusion specialists on tribal health and safety standards					X	X	X	X	X							
Implement health and safety standards in ELDPs across Indian lands statewide									X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	ECDH, ADHS, (DES) as well as federally recognized Indian communities with agencies that monitor health and safety standards on Indian lands.
Financial Resources Section	A total of $29,595,000 for four years: $3,655,000 in Year 1, $9,805,000 in Year 2, $9,805,000 in Year 3, and $6,330,000 in Year 4. For PSA allocations, please see Budget Narrative

Supporting Evidence	Quality First Implementation Manual Quality First Assessment Operations Manual Quality First Academy Scope of Work Feedback from Tribal Consultation in August 2013 and meetings with ELDPs located on Indian lands
Key performance measures	1. Completion of adaptations to TQRIS assessment protocol and tools for ELDPs on Indian lands in Target High Need Regions 2. Completion of health and safety standards for ELDPs across Indian lands statewide 3. # of child care health consultants and inclusion specialists trained on tribal health and safety standards 4. # of ELDPs across Indian lands implementing health and safety standards
How will this goal meet the needs of different types of ELDPs?	This goal is specific to ELDPs located on Indian lands, and will execute strategies to promote and support participation of these ELDPs in TQRIS at top 3 – 5 tier levels.
How will this goal meet the needs of Children with High Needs in high need areas?	This goal will meet the needs of Children with High Needs by increasing the number of ELDPs on Indian lands participating in TQRIS and by the adaptation of the health and safety standard that will be provided to the child care health consultants and inclusion specialist who work with ELDPs.
Selection criterion Addressed	(B)(3)(a), Absolute Priority
Cross-reference to other projects/goals	This goal relates to activities in Section C(1) and C(3) and Section D(2)

(B)(5) Validating the Effectiveness of the State Tiered Quality Rating and Improvement System (TQRIS). QRIS Evaluation Tool Kit (Zaslow et al., 2010) has underscored the importance of (a) conducting an informative and rigorous evaluation of the implementation of QRIS; (2) identifying the weaknesses and strengths in its operation; (3) validating the tools used by the QRIS; and (4) assessing the progress made in achieving desired outcomes for child care programs, families, children, and the early childhood education system. This section details the High-Quality Plan (B)(5) to empirically validate ability of the levels of program quality in Arizona's TQRIS (Quality First) to differentially predict child progress and outcomes.

In 2012, ECDH convened a 12-member National Evaluation Panel to provide evaluation guidance to ECDH on system and program level priorities and, specifically, to assist with the design and development of the TQRIS (Quality First) Validation Study. The panel was chaired by Dr. John M. Love and included a prestigious group of early childhood researchers and policy makers (W. Steven Barnett, Ph.D.; Clancy Blair, Ph.D.; Noel A. Card, Ph.D.; Greg Duncan, Ph.D.; Claude Goldenberg, Ph.D.; Neal Halfon, MD, MPH.; Dawn M. Mackety, Ph.D.; Pamela Powell, Ed.D.; Eva Marie Shivers, J.D., Ph.D., and Catherine Elizabeth Snow, Ph.D.). The panel will reconvene in 2014, and annually thereafter, to review and provide input towards larger ECDH evaluation efforts, with specific focus on TQRIS (Quality First) Validation Study.

(B)(5)(a) *Validating, using research-based measures, that the tiers in the State's TQRIS accurately reflect differential levels of program quality.* To validate the effectiveness of the state TQRIS, ECDH will contract with an independent evaluator to conduct two sequential studies: 1) Validating the TQRIS tiers (Phase 1) followed by 2) an evaluation of the changes in program quality and its relation to child progress and outcomes (comparison with learning outcomes/ kindergarten entry readiness) (Phase 2). The two primary questions addressed in the Validation Study are:

1) Do the tiers (a five-point scale) in the Quality First Rating Scale represent differential levels of quality? (Phase 1) and

2) To what extent are changes in quality associated with improved child outcomes (Phase 2)?

The study will explore data across all program settings (child care centers, family child care, public pre-K, Head Start), age ranges (infants and toddlers and preschoolers), and children (including Children with High Needs). Arizona will aim for a random sample stratified on the type of programs (i.e., center-based, home-based), rating level, and type of community (urban, rural, tribal). Since TQRIS participants represent programs that serve Children with High Needs, it is expected that there will not be a need to oversample to ensure representativeness of ELDPs that serve High Needs Children. The selected evaluator will confirm this as a part of the sampling design.

The reliability and validity of the TQRIS (Quality First) Star Rating Scale*,* which integrates the ERS, CLASS, and Points Scale Assessment (See Attachment N and Section B1 (a) (2) (5) for details), will be established during the Phase 1 Validation Study. Two out of the three measures

that comprise the Star Rating Scale (i.e., ERS and CLASS) are valid and reliable. The Points Scale will be validated as a part of the Phase 1 Validation Study. The Phase 1 study will address all components in the TQRIS to allow for a valid comparison between program quality and TQRIS levels (e.g., how they are associated with each other). It is hypothesized that increases in program rating level will be associated with incremental increases in program quality. Phase 1 research questions include:

1) Do providers that receive higher tier rating (e.g., 3) provide higher quality care than those who receive a lower tier rating (e.g., 2)?

2) How do rating distributions for programs of different types vary?

3) What is internal consistency of the tier rating scale components? How does each observational and structural component contribute to the overall tier rating? Does the rating scale range assess program quality in valid and expected ways?

4) Do cut scores measure meaningful differences between rating levels?

5) Is the Quality First Star Rating Scale reliable and valid?

Rasch modeling or/and Item Response theory methodologies will be used to address these Phase 1 Validation Study research questions. The state TQRIS (Quality First) team will work with the selected evaluator to finalize an appropriate research design, method, sample, and measure(s) to use for this purpose.

Phase 1 Validation Study will also address broader TQRIS implementation evaluation questions:

1) Are data for the TQRIS gathered with high levels of quality control and proper standardized procedures in place? What additional data elements are required for Phase 2 Validation Study?

2) Are the quality improvement components, including incentives, implemented as intended (fidelity of implementation)? Which ones or which combination works best in moving program to higher quality levels?

3) Is the technical assistance provided by the Quality First Academy and the TQRIS Specialized Technical Assistance component adequate and effective in supporting programs and moving them to the next level of quality?

4) Does the rate of enrollment in TQRIS meet RTT-ELC goals? What are barrier to enrollment?

Findings from the Phase 1 Validation Study are essential for continuous program improvement as they can inform decisions about whether and how to change or adapt resources and activities in ways that could improve the QRIS function. Adaptations to the TQRIS rating system will be in place based on the results of the Phase 1 Validation Study.

(B)(5)(b) *Assessing, using appropriate research designs and measures of progress, the Extent to Which Changes in Quality Ratings Are Related to progress in children's learning, development, and school readiness.* The Phase 2 Validation Study is an outcome evaluation that will determine whether differences in quality ratings (i.e., tiered program quality levels) are associated with differences in children's progress and outcomes. For example, do children who attend higher-rated programs have greater gains in school readiness skills, learning, and development than children who attend lower-quality programs? To test the hypothesis that child outcomes will be significantly different depending on program quality and while controlling for program and, especially, child background characteristics, we will collect child, family, and program-level data at both baseline (fall 2016) and at six months and run a number of 2-level models on child outcomes as dependent variables ranging from a fully unconditional model (i.e., no predictor variables are specified at levels 1 and 2) to fully conditional models (including covariates at levels 1 and 2) to estimate the relationship of the program quality on child outcomes. In collaboration with ADE, children who will be entering kindergarten will be assessed using two outcome instruments (KEA and a validated and reliable comprehensive child outcome measure that will be used to validate the KEA). Finally, there is a mix of qualitative data that will be analyzed to inform TQRIS program improvement through quality assurance processes, in particular, feedback from educators, data collectors, and the quality assurance team.

Additional evaluation questions of interest go beyond the central validation questions. They include the following:

1. Do ELDP providers receiving more quality improvement support from TQRIS achieve higher ratings than those receiving fewer supports?
2. Is TQRIS support associated with less EC educator and administrator turnover?
3. Is the number of children receiving care from ELDPs that achieve high ratings (Levels 3-5) increasing? Are the numbers of Children with High Needs increasing in Level 3-5 rated programs?

    ECDH will finalize and approve sampling and sample size plans (e.g., stratification by

program type, rating level, type of community (urban, rural, and tribal). The selected evaluator will be required to do a power analysis to determine the necessary sample sizes for programs and children.

Analyses will specifically attend to any differential role of quality in programs serving Children with High Needs. We will ascertain whether some groups of children progress at different rates with respect to both program quality and child contextual factors. We will examine the child's needs and risks as moderators and level of program quality as a mediator of outcomes. In addition, because of the potential for thresholds of quality on one or more of the tier components (Zaslow et al., 2010), the analyses will examine both curvilinear and linear relationships between quality components and child outcomes.

All data from the Phase 2 Validation Study will be entered into TQRIS database to be immediately used for program improvement and tracking. We will then track changes in ratings over time, thereby providing context for the outcome evaluation. Focus will be given to understanding the characteristics of the program components that make up the system, to assess and ensure adequate scope and sequence in and between the TQRIS levels and improving quality.

Goal 2.3	By June 2017, Arizona will validate effectiveness of TQRIS.

By June 2017, Arizona will collect data to validate TQRIS (Phase 1) and link it to child outcomes (Phase 2).

Table B-xiii: Timeline and Milestones: Validating the Effectiveness of TQRIS

	Year 1-2014 Quarter				Year 2-2015 Quarter				Year 3-2016 Quarter				Year 4-2017 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Independent evaluator selected.	X															
Final multi-year validation study design and timeline developed.	X	X														
Preparation for Phase 1 Validation Study (site and sample recruitment, data collector hiring and training, measures, data collection procedures, IRB)	X	X	X													
Phase 1 Validation Study Begins: Validation research and team hired		X	X													

	Year 1-2014 Quarter				Year 2-2015 Quarter				Year 3-2016 Quarter				Year 4-2017 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
and trained on various program components, program classroom, and child assessment tools.																
Validation of the TQRIS Rating scale and addressing other implementation evaluation questions. Program and classroom quality data in center-based, home-based and school-based programs completed for Phase 1 of the validation study.			X	X	X	X										
Analyze all Phase 1 data and complete final report for Phase 1 study.							X	X								
Adjustments based on Phase 2 findings							X	X	X							
National Evaluation Panel									X				X			
Preparation for Phase 2 Validation Study								X	X	X						
Baseline data collection for Phase 2											X	X				
Posttest for Phase 2													X	X		
Analyses/reporting for Phase 2															X	
Dissemination															X	X

Parties Responsible and Key Personnel Assigned	ECDH is responsible for following the state procurement laws to select an independent evaluator to conduct the validation study described in this High-Quality plan. The TQRIS director and ECDH Research and Evaluation Director will be the key personnel responsible for this activity. ADE will assist in Phase 2.
Financial Resources	Arizona has dedicated **$3,700,000** of its ECDH evaluation budget for the TQRIS Validation Study (See Budget Narration)
Supporting Evidence	Report of the Early Childhood Research and Evaluation National Advisory Panel
Key performance measures	The findings from the Validation Swill help ensure that the TQRIS is meaninfully related to program quality level and children's outcomes. If the TQRIS meets these standards, then Arizona can

	be assured that the state's efforts to: a) improve the number and quality of ELDPs (Goal Area 2 to increase the numbers of Children with High Needs who participate in the programs with higher ratings (Goal 2.2) will result in integrated and aligned resources and policies to support young children birth to five, particularly Children with High Needs living in high need areas; and b) to be ready to succeed in school and in life.
How will this goal meet the needs of different types of ELDPs?	To ensure that we have data about the validity of the TQRIS ratings from a range of ELDPs, the proposed validation studies will be conducted in different types of ELDPs , private child care providers, community based providers, public preschool programs, Head Start programs and family child care programs (including program types on Indian lands)
How will this goal meet the needs of children with high needs in high need areas?	Data on children's outcome will be gathered from Children with High Needs so that we can understand how changes in the quality of programs (across tiers of the TQRIS) are associated with children's progress in developing school readiness skills. The selected evaluator will be tasked with identifying possible TQRIS quality measures for special populations of Children with High Needs, so that they may be considered to be evaluated as part of the validation studies.
Selection criterion Addressed	(B)(5), Absolute Priority
Cross-reference to other projects/goals	(E)(2); Goal 2.2

C. Promoting Early Learning and Development Outcomes for Children

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards. Arizona has a continuum of high-quality Early Learning Developmental Standards (ELDS) that lay the foundation for school readiness and have been used by early learning programs within the state since 2003. They are incorporated into curriculum, assessments, and Professional Development (PD) opportunities. They further have been reviewed and aligned with AZ's K-3 academic standards, which include the Arizona's College and Career Ready Standards (formerly Arizona's Common Core Standards for English language arts and mathematics) on the domains that those K-3 standards cover (primarily related to early literacy and mathematics and science).

The ELDS are based on three state standards documents: (a) Arizona's Infant Toddler Developmental Guidelines (AzITDG) for children birth through age three (ECDH & Arizona Department of Education, 2012); (b) Arizona Early Learning Standards (AzELS) for children

ages three to five (Arizona Department of Education, 2013b); and (c) the Academic Standards for Kindergarten (ASK) (Arizona Department of Education, 2010b). Each of these documents addresses the fundamental approaches to learning; social-emotional development; language and literacy; mathematics; science; social studies; physical development; health and safety; and fine arts. The continuum of ELDS describe what children five and under should know and be able to accomplish in order to establish a developmental path leading to school readiness, a successful elementary and middle school experience, high school graduation, college matriculations, and, ultimately, career success. They are designed to be used in all early learning programs in urban, rural, and Indian lands. The ELDS are developmentally, culturally, and linguistically appropriate across each age group and address the Essential Domains of School Readiness (see Section (C)(1)(a)). They are incorporated into curriculum development, assessments and PD opportunities. They align with Arizona's K-3 academic standards and serve as the foundational guide for all early childhood educators and Early Learning and Development Programs (ELDPs) across the state.

(C)(1)(a) *The ELDS are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers and cover all Essential Domains of School Readiness.* The AzELS and the AzITDG form the foundation of the ELDS. Both guidelines are developmentally, culturally, and linguistically appropriate across the appropriate age ranges. The AzELS for preschool age children provide learning and development standards for children three to five years old. The AzITDG were intentionally developed as a separate publication from the AzELS to reflect the developmental differences between infants and toddlers and preschoolers and are used as part of a curricular framework to design environments and plan activities that best support very young children's learning. The AzITDG cover all essential domains of school readiness, including social-emotional development, approaches to learning, language development and communication, cognitive development, and physical and motor development.

The ELDS are developmentally, culturally, and linguistically appropriate across each age group. Diversity was addressed in the following ways:

1. The ELDS were initially developed through an extensive 2-year process that included multiple content experts, ELDP representatives, representatives from higher education, parents, parent organizations representing families with diverse backgrounds, early childhood experts in

special education and English Language Learners, and representatives from multiple state-level agencies. Development of the ELDS began in February of 2001, through an Even Start Family Literacy Statewide Initiative Grant. The Arizona State Board of Education approved the original standards in May 2003. The updated standards were aligned to Arizona's College and Career Ready Standards for K-12 and adopted by the Arizona State Board of Education in 2013.

2. The development, selection, and wording of indicators for the ELDS were based on the research-based guidelines. The indicators had to be clearly written and easily understood; measurable; comprehensive-covering all domains at age appropriate skill levels; manageable in number and understanding of the concepts; and applicable to children from diverse linguistic, economic and cultural backgrounds, as well as to children with variations in developmental abilities in a variety of settings (Scott, Little, Kagan, & Frelow, 2003b, 2005, 2010; Neuman & Roskos, 2004).

3. AzELS meet the National Institute for Early Education Research (NIEER) quality requirements (NIEER, 2006).

4. There have been two additional revisions of the ELDS. The AzELS were recently updated and aligned with Arizona's College and Career Ready Standards. In addition, all domains and content area standards were reviewed and updated by a statewide cross section of early childhood experts representing Head Start, public school and private early learning programs, and ELDPs on Indian lands. Higher education faculty and content specialists from the Arizona Department of Education (ADE) and the Arizona Early Childhood Development and Health Board (ECDH) were also represented. The draft standards were vetted with families and many early childhood professionals before being finalized and adopted by the Arizona State Board of Education in 2013.

5. ECDH and ADE have invested in crosswalks and content analysis of the ELDS. Results of these activities indicate that the content reflects the latest Early Childhood Education (ECE) research. Both the AzITDG and the AzELS were designed to support all children, including Children with High Needs and with varying abilities. The AzITDG address the individual and cultural variances of very young children throughout the document, demonstrating that the values and practices of family, culture, and community influence individual child outcomes. The AzELS specifically describe how they should be used with children who are English language learners, dual language learners, and children with developmental delays or

disabilities. The document offers multiple examples of use with children who have special needs, those who live on Indian lands, and who may not speak English as their first language. For instance, the development of the ELDS involved ongoing collaboration with leaders from Arizona's Hispanic/Latino and Indian communities with attention to reflect the importance of extended family in child development within the context of membership in that broader community. ELDS cover all essential domains of school readiness including approaches to learning; social-emotional development; language and literacy; mathematics; science; social studies; physical development; health and safety; and fine arts.

6. Each ELDP that is enrolled in Targeted Quality Rating Information System (TQRIS) (Quality First) is expected to align to the ELDS standards and is assessed based on meeting those standards. Independent TQRIS assessors are matched to the ELDP in order to facilitate a fair and cultural perspective. ELDPs located on Indian lands are matched with assessors who are from the community to ensure a cultural lens to the process. Although the tools are in English, bilingual assessors are assigned to ELDPs that have English learners in the classrooms as well as bi-cultural and bi-lingual teachers in the classroom. In Arizona, 45% of children birth through age five are Hispanic, and of those 66% live in high poverty census tracks. Based on a statewide survey Spanish is also the primary language spoken by children when talking to their caregiver (46%) and to their families (42%) (ECDH, 2012). ELDPs that focus on children with special health care needs are also assigned assessors who have a perspective on the differences expected in those classrooms. Assessors are also specially trained in infant toddler or pre-kindergarten classroom assessments.

7. The ELDS were crosswalked to the Arizona Workforce Knowledge and Competencies Framework (WKCF) (ECDH & Arizona Department of Education, 2013) that was developed by the Professional Development (PD) workgroup of state education experts as part of efforts to develop a state-level system of ECE. Specific attention was paid to how alignment affected children with disabilities, developmental delays, English language learners, and other groups of Children with High Needs.

(C)(1)(b) *The ELDS are aligned with K-3 academic standards in, at a minimum, early literacy and mathematics.*

Figure C-i. ELDS Alignments

| Arizona Infant Toddler Developmental Guidelines (ITDG) | ECDH Home Visitation Standards of Practice | Head Start Child Outcomes | Arizone Early Learning Standards (AzELS) | Arizona Kindergarten Standards | Arizona's College and Career Ready Standards | ECDH - TQRIS (Quality First) | Arizona Early Learning Workforce Knowledge and Competencies Framework (WKCF) |

Through a multi-year development period described above, the ELDS have incorporated the AzITDG, the AzELS, and national guidelines to be aligned with the expected kindergarten standards and the K-12 standards named Arizona's College and Career Ready Standards. The central focus has been on promoting early literacy practices starting at birth with parents and the role of mathematics in early brain development of our youngest children. The alignment of curriculum development, TQRIS assessments, and ELDP standards were used as the framework for the WKCF development.

(C)(1)(c) *Evidence that the ELDS are incorporated into program standards, curriculum and activities, CAS, WFCF. PD development and strategies are shared with families to use at home to support their children's learning. And C (1) (d) Evidence that the state has supports in place to promote understanding and commitment to ELDS across programs.* The ELDS represent a continuum of development and learning for all young children in the state including those with high needs. ECDH has strategically implemented these standards across multiple programs and included them in the TQRIS assessment.

1. The TQRIS Points Scale requires alignment of curriculum and assessment to the ELDS and the Guidelines for High Quality Early Education: Birth through Kindergarten.
2. As a part of Arizona's TQRIS coaches provide an introduction to the ELDS and ADE provides in-depth PD as described in 4 below.

3. Since the ELDS are aligned with K-3 academic standards, PD support through ADE has been instrumental in promoting understanding and commitment to the ELDS across ELDPs. The ADE uses a train-the-trainer model to provide PD on the ELDS and the developmentally appropriate instructional strategies and environments that support them. In addition, the training modules offer guidance and specific activities to continue the learning and support implementation once a participant is trained. The training modules are based on Standards for Professional Learning (Learning Foward, 2011) and to ensure fidelity, only ADE staff provide the PD on the standards.

4. ECDH has established Home Visitation Standards of Practice (ECDH, 2011f) which align with the ELDS to help home visitors and families become familiar with what infants and toddlers are learning and doing at different age levels and how adults can support development in the first three years of life. Under section II of the Standards of Practice, ECDH requires that, "Supervisors and home visitors will have access to and receive training on the utilization of the Arizona Infant and Toddler Developmental Guidelines as a regular part of practice." Also, the ECDH Standard of Practice requires *home visitation programs to provide families* with information and education on domains of child development: social emotional, language and communication – emergent literacy, cognitive, physical and motor development, including understanding when to have concerns related to children's development while home visitors ensure children receive regular developmental screening.

Below is more detailed evidence to support the Arizona's commitment to using ELDS across multiple programs.

Child Care Program Standards. The *Program Guidelines for High Quality Early Education: Birth through Kindergarten* is a comprehensive set of recommended, evidenced-based practices for all statewide ELDPs birth through kindergarten (ECDH 2011). The ITDG and AzELS are infused throughout the *Program Guidelines*. The guidelines are broken out to reflect the development and needs of infants and toddlers, identified as "Infant-Toddler Supplemental Indicators," and the development and needs for 3- to 4-year olds through kindergarten age children are identified as "Indicators for all Early Learning Education Programs and Kindergarten Supplemental Indicators." Together they provide a comprehensive set of program standards and indicators that align ELDPs with K-12 education. All school-based, federal, and

state-funded ELDPs administered by ADE, as well as ELDPs participating TQRIS (Quality First), must align their ELDP practices with Arizona's ELDP standards.

Comprehensive Assessment System. Guideline 3.7 of the *Program Guidelines for High Quality Early Education: Birth through Kindergarten* articulates the need for ELDPs to use screening and assessment practices based on the ELDS to plan and implement ELDPs and curricula, communicate with parents, and refer children with potential special needs for full evaluation. The Program Guidelines also describe best practices for providing a supportive environment including nurturing adult relationships and interactions that support children's growth toward school readiness. The four elements of a Comprehensive Assessment System (CAS) are infused into the assessment tools used in the TQRIS including the Point Scale (screening and formative assessment), the Environment Rating Scales (ERS), and the Classroom Assessment Scoring System (CLASS). Included in the CAS are Health and Safety Checklists used by child care health consultants (CCHC) when assessing classrooms for health and safety practices. For a full discussion of TQRIS and the Quality First Point Scale, see Section (B). For a full discussion of the CAS, see Section (C)(2).

Workforce Knowledge and Competencies Framework. The Arizona Early Learning Workforce Knowledge and Competencies Framework (WKCF) is described in detail in Section (D)(1). At the time of this application, the WKCF is in the final stages of development. Completion is targeted by December 31, 2013. The WKCF is aligned and crosswalked with the ELDS as evidenced by the comparison of AzITDG, AzELS and WKCF (ECDH, 2013, Attachment P).

Higher Education. To obtain State Board of Education credential approval, universities must provide documentation that the ELDS are infused in course requirements for classes leading to a Bachelor's degree in early childhood education. All three public state universities meet this requirement and have received credential approval from the state for their early childhood education Bachelor's degree programs.

(C)(1) High Quality Plan—RTT-ELC Funded Components include both statewide efforts and specific efforts within the four Targeted High Need Regions (Navajo/Apache, Santa Cruz, South Phoenix, and the San Carolos Apache Indian Reservation). The areas selected – one urban, two rural, and one comprised of Indian lands – were chosen based on several factors, including: a disproportionate number of Children with High Needs living in the region (e.g., high

poverty, high number of English language learners), barriers faced by families in accessing services (lack of available services, transportation); existing infrastructure to support targeted investment; and relationships with early childhood stakeholders that can be leveraged to produce greater results.

Goal Area 4 of the High Quality Plan specifically addresses supports to promote understanding of and commitment to the ELDS across ELDPs as evidenced by Goals 4.1 (described below), Goal 4.2 (see (C)(2)), and Goal 4.3 (see (C)(3)).

Goal 4.1.	By June 2017, Arizona will improve skills and knowledge of the EC workforce in ECDH regions about early learning and development outcomes across five domains of School Readiness as reflected in the ELDS.

Statewide: By December 2017, through the addition of ECDH TQRIS enrolled programs, 85% of EC educators will demonstrate effective application of the ELDS and ability to communicate the meaning to families.

In addition to the plan for dissemination of these standards, existing EC educators will receive continuing education opportunities through Arizona's Quality First Academy. In Spring 2013, ECDH launched Arizona's Quality First Academy, with an initial assessment and planning phase targeted for completion in December 2013. The Quality First Academy aligns and integrates all PD for ELDP coaches, mentors, technical assistance providers, home visitors, consultants, and licensing and certification specialists across all regions in Arizona. Southwest Human Development, a community nonprofit agency in the state, is the contracted Quality First Academy provider and will employ faculty who will collaborate with a team of intended users to develop the curriculum. The curriculum will include PD and training in, but not limited to, the following:

- TQRIS program assessment tools;
- All ELDP and child-level standards (AzITDG, AzELS) and how they align to the coaching models and skill building of professionals when working with all children but especially with Children with High Needs;
- Early childhood health, mental health and developmental delays, including screening and referral; and,
- EC educators' capacity to use formative assessment results for instructional support.

ECDH funds are currently supporting the development of the Quality First Academy; RTTT-ELC funds will be used to develop curriculum on the ELDS.

Targeted High Need Regions: By December 2015, through the combination of the ECDH TQRIS skilled EC coaches, ADE mentors, and other specialized technical assistance consultants, licensing and certification specialists serving the ELDP as well as home visitors in the four Targeted High Need Regions will be proficient in and promote the ELDS through the Quality First Academy.

Subsequently, more than 500 families will be provided with opportunities to learn and understand the role of ELDS and how they can use them to support their children's development and learning through EC educators and home visitors. With the addition of the ELDP enrollment more Children with High Needs living in the four Targeted High Need Regions will have access to programs that promote and support their knowledge and skills so they are ready for school. Furthermore, as ELDPs effectively integrate the ELDS, Children with High Needs will have access to ELDPs that are increasingly responsive to their developmental and health needs and promote their individual success.

High Quality Plan: Key Subgoals/Activities	4.1.1 By June 2017, Arizona will increase the number of TQRIS coaches, ADE mentors, and other technical assistance providers and consultants who are proficient in and promote application of the ELDS across ELDPs in four Targeted High Need Regions identified in Section A.
	4.1.2 By June 2017, Arizona will increase the number of licensing and certification specialists who are proficient in and promote application of the ELDS across ELDPs in four Targeted High Need Regions identified in Section A.
	4.1.3. By June 2017, Arizona will increase the number of home visitors who are proficient in and promote application of the AZ ELDS across home visiting ELDPs in four Targeted High Need Regions identified in Section A.

**Table C-ii: Timeline and Milestones: Improving EC Workforce Skills and Knowledge**

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4.1.1 and 4.1.2 Increase the number of TQRIS coaches, ADE mentors, and other technical assistance providers and consultants, licensing and certification specialists training is			X	X	X	X	X	X	X	X						

	Year 1				Year 2				Year 3				Year 4			
	Quarter				Quarter				Quarter				Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
the use of the ELDS in four Targeted High Need Regions identified in Section A.																
1) Finalize a PD plan based on need and current number of ELDP educators in four Targeted High Needs Regions.	X	X	X	X												
2) Develop online training modules, webinars, CD component, parent video component/identify vendors/Quality First Academy curriculum.		X	X	X	X											
3) Align with TA training and TQRIS Coaching training needs with WFKC framework.			X	X	X											
4) Revise Trainer of Trainer procedures and modules.				X	X	X										
5) Form Training Cohorts/coordinate PD efforts across state agencies and other PD system building efforts.						X	X	X	X	X	X	X	X	X	X	X
6) Develop PD schedule to integrate technical assistance and ongoing PD.						X	X	X	X	X	X	X	X	X	X	X
7) Ongoing PD and technical assistance for EC educators as directed by the PD plan for four Targeted High Need Regions identified in Section A.									X	X	X	X	X	X	X	X
8) Implement with providers and caregivers in four Targeted High Need Regions identified in Section A.									X	X	X	X	X	X	X	X
9) Evaluate PD materials, training and participant satisfaction to determine the focus of follow up support and mentoring.						X	X	X		X	X	X				
4.1.3. Increase the number of																

	Year 1				Year 2				Year 3				Year 4			
	Quarter				Quarter				Quarter				Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
home visitors in four Targeted High Need Regions identified in Section A that promote ELDS.																
1. Identify home visitors and other EC educators and coordinate PD efforts across state agencies.	X	X	X													
2. Develop a Trainer of Trainer modules and online modules specifically targeting home visitors.	X	X	X													
3. Align with TA and Coaching competencies and WFKC framework.		X	X													
4. Home visitors share information on ELDS with families and caregivers.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Evaluate PD materials, training, and participant satisfaction to determine the focus of follow up support and mentoring.				X	X	X	X	X	X	X	X					

Parties Responsible and Key Personnel Assigned	ADE staff are the project leads and will coordinate PD on standards with ECDH, DES, DHS, and Office of Head Start through the Arizona Quality First Academy.
Financial Resources Section C	A total of $8,597,000 across four years: $1,709,000 in Year 1, $2,296,000 in Year 2, $2,296,000 in Year 3, $2,296,000 in Year 4.
Supporting Evidence	Documentation of alignment of standards in ELDS. See Table (C)(1).

| Key performance measures | Increase the percentage of EC educators trained by 50%; increased # of PD events held in the four regions and types of EC educators trained; and increase #/% of EC educators in targeted four Targeted High Need Regions identified in Section A trained in the ELDS to 100%.

Types of PD materials developed.
N of Children with High Needs whose parents discussed the ELDS with the home visitor.
Evaluate Efficacy of PD in implementing ELDS in enrolled ELDPs in four Targeted High Need Regions identified in Section A.
Evaluate ED educator training satisfaction. |
| How Arizona will address the needs of different types of ELDPs | EC educators and home visitors will be trained in the ELDS. Trained EC coaches and consultants will provide support to EC educators in four Targeted High Need Regions.
Relevant for all types of ELDPs: if an ELDP participates in TQRIS it is required to incorporate the ELDS. PD and supports will be provided for all ELDPs interested in four Targeted High Need Regions identified in Section A. |
| How this goal meet the needs of Children with High Needs in Targeted High Need Regions | ECDH and state agency partners will promote early learning outcomes for Children with High Needs by expanding the number of ELDPs that serve Children with High Needs within the state. |
| Selection criterion Addressed | Goal Area 4 has two goals and four subgoals. It is linked to (C)(2) and (C)(3); to Goals 4.2, 4.3, 2.4.1, and 2.5, and to Section C activites of this proposal; Absolute Priority |
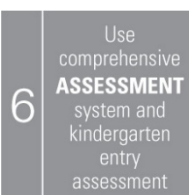
(C)(2) Supporting effective uses of Comprehensive Assessment Systems. Arizona has been working to create a consistent and comprehensive assessment system (CAS) that is appropriate for use across the state. The system includes assessment instruments that are valid, reliable and developmentally appropriate for the age of the target population. A CAS involves different types of assessments at different stages of children's life and in different service systems addressing children's health and development. Child health practitioners conduct routine developmental screenings and assessments that relate to healthy child development during well child visits. They provide advice to parents (anticipatory guidance) and referrals for additional services if needed. Individuals with Disabilities Education Act (IDEA) Part C (birth through age 2) and Part B (3-5 year olds) ELDPs conduct diagnostic and assessments tools to determine specific developmental delays and their causes and provide

services within the ELDP. Child mental health professionals assess children to identify autism, depression, ADD/ADHD and behavioral problems and do appropriate referrals to early intervention services. EC educators also assess children for developmental markers and refer children to health care services or to IDEA services depending on age of the child. These systems—health health and education—interact but are seldom coordinated or have consistent communication pathways. Understanding child development, when to assess, when to refer, and how to coordinate communication across systems is a part of the High Quality Plan implementation across the state and specifically in the four Targeted High Need Regions. This section and section (C)(3) address the alignment of age appropriate AzELDP standards with the TQRIS assessment process and identifies an integrated approach to child level screening through the High Quality Plan.

In this section, we describe the accomplishments achieved to date on the ECDH TQRIS early learning assessment systems as well as present aspects of our High-Quality Plan to develop and strengthen components of the CAS to coordinate child and environmental assessments between state agencies-DHS, ADE, and DES-key early learning partners such as Head Start Programs and the medical care system. These include activities such as building a comprehensive data collection system to track child screening activities from birth through age five that include a link between screening, assessments, TQRIS and the Kindergarten Entry Assessment (KEA) and health providers (Goals 7.1 and 7.2). These activities will allow for better implementation of early screening and assessment (Goal 4.3) and allow for improved engagement with the parents of Children with High Needs (Goal 4.2). Ultimately, the activities and training will result in a more effective use of assessment information, provide a framework for PD, and bring order to a disorganized system (Goal 6.1).

(C)(2)(a) *Working with ELDPs to select assessment instruments and approaches that are appropriate for the target populations and purposes.*

Measures of ELDP Environmental Quality are:

- Environment Rating Scales (ERS).
- Center-based ELDPs are assessed using the Infant Toddler Environment Rating Scale (ITERS) (Harms et al., 2006) and the Early Childhood Environment Rating Scale (ECERS) (Harms et al., 2004).
- Family childcare providers are assessed using the Family Child Care Environment Rating

Scale (FCERS) (Harms et al., 2007).

Measures of the ELDP Quality of Adult-Child Interactions:

- Classroom Assessment Scoring System (CLASS) (Pianta et al., 2008). For details see section (B)(1) and (B)(5).

Measures of ELDP Health and Safety:

- Arizona Joint Agency Health and Safety Manual- newly licensed ELDP.
- Health and Safety Checklist- done by child care health consultants (CCHC) in all newly enrolled ELDPs.
- Health Champions in ELDPs.

See Section (C)(3) for details regarding health and safety standards.

Child Level Formative Assessments. There are two areas of child level assessment that are inconsistent or under development. First is the child level assessment tool that requires both a choice of an assessment tool and a process for systems communication and integration. Currently, the assessment tools used to assess child growth and development varies across ELDPs that are not associated with ADE. Using a collective impact approach ECDH will convene key stakeholders and families of Children with High Needs within each of the four Targeted High Need Regions to identify and choose a single child screening measure that will be used in ELDPs across regions. This workgroup of early child educators and experts in the four Targeted High Need Regions, including Indian education experts, will take six months to identify a single measure and implement its use in ELDPs during the subsequent two years. Identifying a child level assessment tool that is both culturally and linguistically appropriate for Children with High Needs is a primary goal. The process and challenges for implementation will be documented in the four Targeted High Need Regions (see Section A for details). The goal is to implement the use of the child level screening tool within the fourTargeted High Need Regions and to plan for extension throughout the state within three years.

Having key stakeholders participating in the selection process will also facilitate discussion on systems integration. How EC educators can communicate with health and early intervention providers and support families in understanding the assessment and referral process will improve the number of children screened and referrals tracked.

The second measure that is under development is the Kindergarten Entry Assessment (KEA). Arizona, as part of an 10-state consortium, was recently awarded federal funds to support the development of a KEA that will be used statewide (see (E)(1) for details). ECDH and ADE

are coalition partners and have been working with philanthropy organizations to fund some aspects of the planning process in choosing/developing a KEA. The intention is to start implementation and use of the KEA in the four Targeted High Need Regions first to develop a consistent process of implementation and evaluate the process prior to full state implementation (see section (E)(1)).

As part of this work, the consortium states and other interested states will work with the BUILD Initiative and leading experts in ELDS, Sharon Lynn Kagan and Catherine Scott-Little, to conduct an analysis process that assures that our ELDS are developmentally, culturally and linguistically appropriate and cover all Essential Domains of School Readiness. The analyses will be conducted as a part of a larger project that is designed to identify Common Essential Early Learning and Development Standards (CES) among the consortium states. The first phase of the process will be to analyze the content of each state's existing ELDS. RTTT funds will not be used for this work in Arizona. ECDH will elicit external funding to participate in this analysis of the KEA (KEA in Arizona).

When all components of the CAS have been decided and implemented, Arizona will have a complete, aligned and comprehensive assessment system.

Table C-iii.: Arizona's Comprehensive Assessment System (CAS)

Arizona Standards	Measures of Environmental Quality	Adult-Child Assessment	Child-level Assessment	Child and System Formative Assessment
Infant, Toddler Developmental Guidelines	Infant Toddler Environmental Rating Scale	Classroom Assessment Scoring System-CLASS	Single assessment tool to be chosen	
Early Learning Standards	Early Childhood Environment Rating Scale			Kindergarten Developmental Inventory (KEA) to be chosen through multiple state consortium
AZ K-3 Standards and AZ College and Career Ready Standards	Family Child Care Environment Rating Scale			
	AZ Joint Health			

Arizona Standards	Measures of Environmental Quality	Adult-Child Assessment	Child-level Assessment	Child and System Formative Assessment
	and Safety Manual CCHC Health and Safety Checklist			

(C)(2)(b) *Working with ELDPs to strengthen EC Educators' understanding of the purposes and uses of each type of assessment included in the CAS.* During the past two years, there has been a cross-agency workforce and PD committee that have formulated a WKCF for increasing ECE PD. Included in this planning process has been the need to enhance the ability of early childhood educators to understand the CAS process as it relates to improving quality and to screen children who might be in need of additional services. Additionally, a PD goal has been to organize information regarding various assessments used in early learning and development in a manner that provides information about the process and context of young children's learning and development so that professionals can use the results as part of a formative process and improved interactions with children. Through the Arizona Quality First Academy, TQRIS coaches, mentors, and specialized technical consultants will receive continuing education opportunities to further increase their knowledge of the CAS. Through this process, the EC educators will be supported in their implementation of the CAS components into classroom interactions and with parent interactions. See sections (D)(1), (D)(2), and (C)(1) for details on the integration of knowledge and skill building related to how CAS fits into the PD system.

(C)(2)(c) *Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple ELDPs.* Interagency coordination of assessment and services to achieve improved developmental outcomes of Children with High Needs is of high importance to Arizona. Research strongly supports the reality that improvements in screening, referral, and treatment for young children is essential to the identification and treatment of developmental delays early in life. Additionally, through coordination, it is possible to reduce duplication of assessments, thus saving time and costs associated with duplication. Currently, there are few examples of this type of coordination

of assessment systems in Arizona. As is the case in most states at this time, the system is often characterized as fragmented and sometimes duplicative while at other times not reaching children who can benefit. The system is referred to as fragmented and inefficient even though there are some exemplary ELDPs on which to build upon. Despite the challenges of coordinating agencies, ELDPs and providers with differing perspectives, service delivery models, and funding streams, Arizona recognizes the importance of bringing these different entities together to improve outcomes for children and change policy. Therefore, Arizona has planned a process to improve the alignment, integration, and sharing of assessment results as well as assuring a coordination of services between families and early learning and development programs at both the local level and across the state.

Arizona intends to adopt procedures described while building upon the lessons learned in the most recent Assuring Better Health and Development III findings (Hanlon, 2012). The ABHD II findings encompassed the need for coordinated services through facilitating communication within and across settings and between health professionals, families, child care programs, and community resources (Meyers et al., 2010). The approach will include the assembling of important stakeholders in primary agencies, ELDPs, and providers to (a) develop, expand or improve service delivery through the alignment, design, and implementation of screening and assessment across the state; (b) improve coordination across state agencies by developing policies for sharing of assessment information across systems, state agencies, and community-based service providers; and (c) improve coordination across state agencies by developing policies to reduce duplication and improve sharing results.

These procedures will also use lessons learned from the Arizona Department of Education (ADE) associated child care centers and homes which are required to use Teach Strategies GOLD Child Assessments (Heroman, Burts, Berke, & Bickart, 2010) for children birth to 5-years old with specific indicators for infants and toddlers and pre-school age children. Having family input in choosing a tool and in defining system integration needs based on their experiences in navigating these systems will inform the planning process.

Having consistency in the CAS will also facilitate understanding the application of the environmental and child level assessment tools with Children with High Needs. Understanding the cultural variation in results and how the results are shared across ELDPs will help EC educators communicate the results and support parents. Understanding childhood results based

on cultural variation, the impact of poverty, and the stress related to being in the child protective services system need to be considered when assessing and in interpretation of results. Targeting four High Need Regions to begin this process will allow for ongoing evaluation of the process of implementation and acceptability by parents. The Arizona Early Childhood Learning Data System will capture this information.

(C)(2)(d) *Training early childhood educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs and services and to effectively solicit and use family input on children's development and needs.* PD includes training all EC educators in the use of the assessment tools through the use of a training guide that addresses the needs of the diverse population of professionals providing care to Arizona's youngest citizens. Using RTTT-ELC funds, materials developed for PD will be translated into native languages and dominant languages spoken in the state for consistent and quality training experiences. An important component of this training is the skills needed by EC educators to interpret the results and to use the results to modify and enhance their programs and classrooms. This is especially important when caring for Children with High Needs that have varied needs related to their care. The Arizona Quality First Academy curriculum development will include the use and interpretation of assessment tools used in the CAS. Specific training modules related to validity, reliability, and use of results will be included in the curriculum supporting TQRIS coaches, teacher mentors, and specialized technical consultants to programs. Assessment of the knowledge, skills and behavior changes of EC educators will be incorporated into the training modules as well as how EC educators will engage with families and report the assessment process and results.

The Quality First Academy is a statewide approach to disseminating the information to coaches and specialized technical consultants that support EC educators. Evaluation of the effectiveness of the training will include the four Targeted High Need Regions but will not be restricted to those who are working in those regions.

(C)(2)(e) *Articulating guidelines and procedures for sharing assessment data and results with parents, involving them in decisions about their children's care and education, and helping them identify concrete actions they can take to address developmental issues identified through the assessment process.* Engaging with parents is a central focus for all of the work planned with the RTT-ELC. The importance of helping parents understand that they are

their child's first and primary teacher is critical in the process of empowering parents to make important decisions about their children's care and education. Interpreting materials that are used in the CAS in order for parents to understand and use the information to make critical decisions about the care of their child is integral in this proposal.

The work of creating materials to be shared with parents of all children and especially parents with Children with High Needs will be undertaken with parent input through parents meetings and focus groups in the Targeted High Need Regions. An iterative process of material development and testing will be conducted as part of the RTTT-ELC funds and will continue throughout the RTTT grant period. Ongoing evaluation and quality improvement process will continue the improvement of the materials.

(C)(2) High Quality Plan—RTT-ELC High Quality Plan is focused on the four Targeted High Need Regions and includes statewide and regional specific goals. The region selected – one urban, two rural and one comprised of Indian lands – were chosen based on several factors, including: a disproportionate number of Children with High Needs living in the region (e.g. high poverty, high number of English language learners), barriers faced by families in accessing services (lack of available services, transportation); existing infrastructure to support targeted investment and relationships with early childhood stakeholders that can be leveraged to produce greater results.

Goal 4.2.	By June 2017, Arizona will increase the number of early childhood educators in four Targeted High Need Regions who are trained in using the Comprehensive Assessment System, and understand and utilize data obtained from the assessment system.

By January 2015, 65% of EC teachers and administrators working in the four Taregeted High Need Regions will be trained in understanding how the measures used in CAS can be used in formative assessment and curriculum development. In addition, by January 2017, 95% of EC educators participating in TQRIS will be trained to proficiency in utilizing CAS data as a formative tool in teaching and student learning in the four Targeted HighNeed Regions.

High Quality Plan: Key Sub goals/Activities	Five main activities that support Goal 4.2 are presented below.

Table C-iv: Timeline and Milestones: Increasing the Use of the CAS

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Develop a unified PD plan to complete PD on CAS			X	X	X	X	X	X								
Develop a Trainer of Trainer Model						X	X	X	X							
Educate EC educators in four Targeted High Need Regions about CAS and its role in TQRIS						X	X	X	X	X	X	X	X	X	X	X
Provide training on CAS across the state in newly enrolled TQRIS programs									X	X	X	X	X	X	X	X
Provide training on the system integration to promote child screening, referral and closing the communication loop.			X	X	X	X	X	X	X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	DHS, ADE and DES and key early child care partners such as the Head Start Association will work together to train educators in four Targeted High Need Regions on CAS.
Financial Resources Section C	A total of $8,597,000 across four years: $1,709,000 in Year 1, $2,296,000 in Year 2, $2,296,000 in Year 3, $2,296,000 in Year 4.
Supporting Evidence	Report: An Arizona Opportunity Assessment on Ensuring Young Children's Developmental Success (Bruner and Trefz, 2013)
Key performance measures	#/% of EC educators trained in CAS in regions and enrolled in TQRIS statewide. # of workshops/webinars delivered on CAS, attendance and evaluation results
How the State will address the needs of different types of ELDPs?	CAS-trained educators are important for quality improvement and better outcomes across all types of early learning programs. PD System will coordinate efforts related to ELDS, TQRIS, KEA, and CAS. PD for CAS will accommodate different needs that programs have to address Children with High Needs.

How will this goal meet the needs of Children with High Needs in Targeted High Need Regions?	All selected instruments should meet psychometric validity and reliability as well as use with children with high needs. Children with High Needs will be accurately identified and the sharing of information across agencies streamlined.
Selection criterion Addressed	Section (C)(2)(c), Absolute Priority
Cross-reference to other projects/goals	Goal 4.2 is applicable in multiple projects/goals throughout this proposal however, is also particularly important to assure appropriate support the effective uses of the CAS (Section (C)(2)(c).

Goal Area 6. By June 2017, Arizona will align and measure outcomes and progress using Comprehensive Assessment Systems and Kindergarten Entry Assessment as further specified in three goals.

Goal 6.1	By June 2015, Arizona will identify and implement a child assessment tool for formative assessment in the Comprehensive Assessment System for early learning and development programs in the TQRIS (Quality First) statewide.

Goal 6.1 is applicable to multiple projects/goals throughout this proposal. It is also particularly important to assure appropriate support the effective uses of the child level assessments included in the CAS. By September 2014, a choice of a single child level assessment tool that is reliable, valid, and comprehensive, and satisfies other criteria as established by the CAS workgroup. By January 2015, Arizona will train 210 program teachers and administrators in utilizing CAS data to inform practice. As a result of this training, 4200 children will have teachers who will be able to use data to inform teaching and student learning.

High Quality Plan: Key Sub goals/Activities	Eight key activities listed in the table below.

Table C-v: Timeline and Milestones: Identifying and Implementing a CAS

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Create a child level screening selection Collective Impact	X	X														

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Workgroup to discuss and choose aan assessment tool															
Rate screening tools according to selection criteria		X	X												
Identify criteria for selection/PD on how to select child level screening tools			X	X	X										
Develop procedures to align screening across agencies/ELDPs and pilot in the four Targeted High Need Regions				X	X	X	X								
Workgroup & RPC input on process and ECDH to consider recommendations				X	X	X									
Link screening to systems and develop policy changes			X	X	X	X	X	X							
Develop, purchase and distribute assessment instruments to be used by EC educators in four Targeted High Need Regions.						X	X	X	X	X	X	X	X	X	
Identify PD and Trainer of Trainer opportunities related to CAS/screening assessment				X	X	X	X	X	X						

Parties Responsible and Key Personnel Assigned	Using a collective impact approach, convene a cross agency and community level workgroup of key stakeholders, parents, DHS, ADE and DES-key early learning partners such as the Head Start Association within each of the four targeted regions to identify screening measures that are used within the region and to identify challenges and opportunities for implementing the chosen child development assessment tool of the CAS within the region.
Financial Resources Section C	A total of $8,597,000 across four years: $1,709,000 in Year 1, $2,296,000 in Year 2, $2,296,000 in Year 3, $2,296,000 in Year 4.
Supporting Evidence	Program Guidelines for High Quality Early Education: Birth through Kindergarten identifies requirements for child assessments and screening tools
Key performance measures	Selection criteria; identification of unified screener in four Targeted High Need Regions identified in section A. #/% of educators trained and using;

How the State will address the needs of different types of ELDPs?	Both CAS and screening instruments will be discussed in relationship to infants, toddlers and preschoolers and to satisfy requirements for different types of settings. The goal is coordination of resources and systems, comparability across settings and excluding redundancies while addressing ELDP's needs and requirements.
How will this goal meet the needs of Children with High Needs in Targeted High Need Regions?	Selected tools must be relevant, useful, and reliable with Children with High Needs. They should be valid on populations that comprise Children with High Needs. Identification of Children with High Needs using the right instrumentation is crucial in this process. When EC educators have the ability to understand the CAS to improve practice, Children with High Needs will have access to classrooms that are responsive to their individual needs and educational history.
Selection criterion Addressed	(C)(2)(a), Absolute Priority
Cross-reference to other projects/goals	Goal 4.2 (increase number of educators trained in CAS) Goal 4.3 (referrals and other screening tools) It builds upon the Workforce and PD Plan described in section (D)(1) and the extension of the Arizona Quality First Academy described in section (C) (1). Building a comprehensive data collection system that is able to track child screening activities that begin at birth and extend through age five that would allow a link between screening and assessments to the Quality First environmental rating system (TQRIS) and the Kindergarten Developmental Inventory (KEA) to be implemented in kindergarten classrooms in Fall 2015 (Goal 7.2).

 (C)(3) Identifying and addressing the health, behavioral and developmental needs of Children with High Needs to improve school readiness.

(C)(3)(a) *Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; promoting*

children's physical, social and emotional development across the levels of its Program Standards; and, involving families as partners and building parents' capacity to promote their children's physical, social and emotional health. In 2012, ECDH commissioned a comprehensive opportunity assessment of the early intervention system in Arizona (Bruner, Trefz, 2013), which identified in detail both the underlying need for services and the current array of services being provided to address the health, behavior, and developmental needs of children. This report identified gaps in current services provided in Arizona but also identified many exemplary initiatives that Arizona has established that, if more broadly diffused, would fill those gaps and improve results for children. This report also identified the critical need to address not only Children with High Needs, but to focus attention of neighborhoods and communities with high need, where a disproportionate share of Children with High Needs lives. Recommendations from this study as well as work undertaken by ECDH and partners in Arizona (funded through the Early Childhood Comprehensive Systems grant through HRSA [2-H25MC17140-04-00]) focus on systems building around the early intervention system that will frame the work Arizona will use to create an integrated system which addresses the health, behavioral and developmental needs of Children with High Needs. Integration of systems at key junctures and building upon Arizona's exemplary programs will be supported by the RTTT funding, as well as focusing upon specific communities where a targeted and comprehensive approach is needed. Each topic will be addressed separately.

Health and Safety. Arizona has operated under the use of multiple state and federal guidelines for health and safety in child care settings for many years. A consistent set of progressive standards was recently developed with the completion of the *Stepping Stones to Caring for Our Children (3rd edition*) (Attachment Q). *Stepping Stones* was developed through cooperation between the American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education with support from the Health Resources and Services Administration's Maternal and Child Health Bureau. Arizona is currently working among multiple state agencies (the Arizona Department of Health Services (DHS), the Department of Economic Security (DES), Arizona Department of Education (ADE), as well as with the Arizona Child Care Association (ACCA) to use *Stepping Stones* to align respective health and safety standards across the state. The result will be an Arizona cross agency health and safety manual that will be used by state licensing and

TA providers with ELDPs.

ELDPs on Indian lands are managed by Indian governements and are not required to use state standards. Since one of the four targeted regions is on Indian lands, the appropriate agencies within the tribal authority will be consulted separately to align their standards with the revised state standards available in the Manual. It is expected that the manual will be completed at the end of 2013 or early 2014 with PD and implementation within the state starting in 2014.

A second method for supporting health and safety in ELDP is provided through the *Health Champion Training.* (Attachment R) The Health Champion is an EC educator who, on a daily basis, dedicates a portion of her or his hours to the maintenance and improvement of health and safety practices within the child care program. Each program Health Champion works with a TQRIS Child Care Health Consultant (CCHC), who advises the Health Champion on the current best practices for maintaining health and safety, helps the Health Champion make any adjustments in practice when new guidelines are issued, and provides expertise for policy development and EC educators training. The Health Champion training is based on *Caring for Our Children (CFOC), Standard 1.3.2.7: Qualifications and Responsibilities for Health Advocates* (2011).

P**romoting children's physical, social and emotional development (across the levels of Program Standards).** ECDH has supported specialize technical consultants that include child care health consultants (CCHC), early childhood mental health consultants (ECMHC) and inclusion specialists. CCHC services are an integral part of the TQRIS program and provide direct and telephone support to EC educators on a number of health and safety issues. The progression of health promotion activities in early learning programs includes the role of CCHC's in promoting health and safety standards, integrating child nutrition standards across the state using the Empower Standards, monitoring infectious disease management, immunization compliance, and addressing specific health needs in the programs. As part of the TQRIS program, CCHC's provide the health promotion to participating centers. Currently they provide direct onsite services to 65% of all enrolled programs. The RTTT funds will support further expansion in the four Targeted High Need Regions and involved families in understanding what characteristics of an early learning program comply with these standards.

ECMHC also work directly with EC educators to promote social and emotional availability of educators for young children as well as methods to use when a child have a

behavioral problem. Their role is to support EC educators to understand the social and emotional needs of young children and to help them in working with those children who are having behavioral problems and with the child's family. ECMHC is not a required component of the TQRIS program currently. However, the High Quality Plan is targeting four regions with Children with High Needs and will offer these services to all enrolled ELDP. The current ECMHC provider in the state conducts a bi-annual evaluation of the program and the results will be shared.

In addition the TQRIS does not require an inclusion specialist to be provided to all ELDPs but in three regions EDCH has funded inclusion specialists with positive results. More children with special healthcare needs have been enrolled in high quality ELDPs in those regions than regions that have not funded this kind of position. Inclusion specialists work with EC educators and parents in implementing Individual Service Plans (ISP) or Individualized Family Service Plans (IFSP). The High Quality Plan is targeting four regions with Children with High Needs and will offer these services to all enrolled ELDP More detail in section C(3)(d).

Referrals for services based on screenings and promotion of well child care. Arizona is actively working to improve the number of and response to consistent and routine screening for developmental and learning delays, referral for needed services and follow-up. The state has identified short and long-term goals toward system integration which include the development of up-to-date standards of practice for programs that promote consistent child level screening (see section C(2)); promote children receiving appropriate well-child health visits in a medical home (ECDH Kindergarten Readiness indicator #7- see section A); coordinate referrals and follow up with and family support programs such as home visitation programs and programs that support families with Children with High Needs.

Assessing children for developmental and educational delays crosses systems, agencies, disciplines and perspectives. Child assessments start at birth at the hospital and extend through pre-kindergarten screening for curriculum development and instructional support. The medical home is the first responder when identifying delays and making referrals to IDEA Part C and B services. Integrating medical and educations systems into a fully comprehensive assessment system has challenges. Recommendations from this study as well as work undertaken by Arizona (funded through the Early Childhood Comprehensive Systems grant through HRSA [2-H25MC17140-04-00]) that focuses on systems building around the early intervention system

will frame the work Arizona will use to create an integrated system which addresses the health, behavioral and developmental needs of Children with High Needs. Integration of systems at key junctures and building upon Arizona's exemplary programs will be supported by the RTTT funding. *Currently, it is unknown how many children are screened, how many are referred, where they are referred to and the results of the referral in any consistent way. Table C(3)d. Having a data collection system as part of the RTTT-ELC and with ECDH funding we will be able to start tracking the numbers screened, referred and receiving services.*

(C)(3)(b) *Increasing the number of Early Childhood Educators who are trained and supported on an ongoing basis in meeting the health standards.* Arizona currently employs two methods for training and supporting Early Childhood Educators on health standards. One, during initial licensure assessments as well as at renewals, educators are provided with the revised health and safety standards in written form. These are also available through different agency websites for ease of use. Tracking how many EC educators are given the health and safety manual during initial and renewals of licensing and providing a checklist of topics addressed and understood will be monitored.   In addition, the standards are included in Arizona's Quality First Academy curriculum and will be provided to all TQRIS (Quality First) assessors, coaches and specialized technical assistance providers. This is a statewide approach to PD of EC educators on health and safety standards.

Second, to become a Health Champion requires training on *Caring for Our Children (CFOC), Standard 1.3.2.7: Qualifications and Responsibilities for Health Advocates* (2011). For centers, the designated Health Champion is a director or lead teacher, or should be a health professional, health educator or social worker who works at the facility on a regular basis (at least weekly). Nine Health Champions have been certified during the initial planning and implementation process. It is expected that there will be at least one certified Health Champion in each EC education program in the four Targeted High Need Regions. Lessons learned from implementing this Health Champion curriculum in these regions will prove lessons learned that can be for statewide dissemination. Health Champion training will either be incorporated in to the Quality First Academy or contracted out to a community college to develop an online course with a certification at the end. Since it is still underdevelopment the appropriate method of reaching certification has not been determined by the community partners.

(C)(3)(c) *Promoting healthy eating habits, improving nutrition, expanding physical activity and providing information and guidance to families to promote healthy habits at home.*

Child nutrition and physical activity: The prevalence of overweight and obesity among Arizona's youngest children (two to four years old) is very similar to the national average, but disparities based on race and/or ethnicity and income are increasing. The incidence of obesity among Arizona's young children is greatest among Indian (20.1%) and Hispanic or Latino children (16.2 %). The state of Arizona has one of the largest Hispanic minority populations (45% of children 0-5 are Hispanic and 66% live in high poverty areas), and Spanish is also the primary language spoken in the home (in 46% of all homes with young children). Food insecurity, which impacts both child malnutrition and obesity, is a very serious public health concern.

While many states have focused primary attention to reducing obesity among school-aged children, Arizona has focused significant attention on very young children in its efforts to combat both malnutrition and obesity. Specifically, young children are developing habits around eating and exercise that can be with them for a lifetime.

Arizona has implemented two programs to improve the health of its youngest citizens and has partnered with a number of community based coalitions and a statewide collation on preventing childhood obesity. The interventions include:

- Incentivizing licensed childcare providers in Arizona to implement the 10 best practices known as the 10-Empower Standards (e.g., healthy eating, smoke-free environments, oral health and sun safety practices)(Appendix S) in exchange for license fee reduction. The 10-Empower Standards have been incorporated into 900 TQRIS and as well as in preventative health collaborations across DHS, ECDH, the Arizona Department of Education Child and Adult Care Food Program (CACFP), the Early Learning Standards division, as well as the Arizona DES Child Care Administration and the Association for Supportive Child Care.

- Partnering with ADHS though the *Nemours* and the *Centers for Disease Control and Prevention grant (CDC*-RFA-DP12-1215PPHF12) to assist EC educators in improving child health and nutrition standards using the Empower Standards with respect to physical activity, screen time, nutrition and breastfeeding support. This is a three year grant period that began in ELCD programs in two urban regions and will extend into other regions in the coming

years.

In addition to Empower, ECDH is partnering with BUILD AZ, the Arizona Chapter of the Academy of Pediatrics and ADHS to coordinate and integrate services and messaging for programs that interact with families on child nutrition. There is significant interest across the state to promote healthy life style choices and to intervening early to prevent childhood obesity. This work brings additional resources, beyond those in the RTTT-ELC funding, to this focus upon healthy eating and activity in the earliest and most formative years. Parent involvement in the collaborations as well as in the development of cultural and linguistically appropriate materials to share in grocery stores, ELDP, physician's offices and community centers have been integral to this work. This extensive collaborative uniquely positions Arizona to establish strong leadership to continue successful approaches to addressing child well-being and obesity prevention in early care and education across the state.

(C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who:

1) *Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit or the well-baby and well-child services available through the Children's Health Insurance Program, and that, as appropriate, are consistent with the Child Find provisions in IDEA;*

2) *Are referred for services based on the results of those screenings, and where appropriate, received follow-up; and,*

3) *Participate in on-going health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care.*

Arizona engages in on-going efforts to leverage resources for Children with High Needs though federal and state health and education programs. Specific state efforts include supporting and encouraging families to attend well child visits supported by the Early, Periodic, Screening, Diagnosis and Treatment (EPSDT) program to ensure that children are screened, diagnosed, and receive medically necessary treatment on a regular basis. The EPSDT program represents a preventive and developmental health service that targets low-income and Children with High Needs eligible for Medicaid health insurance. EPSDT exams within a medical home are considered well child exams when developmental screening is done routinely, immunizations are given and parental guidance is offered. Table **C(3)(d)-1** document that Arizona's EPSDT rates and illustrates that Children with High Needs who qualify to participate in this program receive

services comparable to the national rate. However, children are expected to receive six well-child visits during the first 18 months of their lives based on health insurance standards. According to this table the average is 2.5 visits for children birth through age two. Although it is higher than the national average it is still not meeting the prescribed number of well-child visits and children miss the opportunity for early identification of potential developmental delays.

Supporting the ED educators understanding of the importance of well-child visits and the need to refer parents to their medical provider of medical home is the first step in increasing the rates. If EC educators and specialize technical consultants support routine and ongoing well-child visits, adherence to periodic immunizations and appropriate screening, the rates of children who are receiving these important screenings and visits should increase. This activity build upon section (C)(2) and the need for cross communication and referrals between systems. As part of the ECDH data system build these rates of well-child visits will be tracked both statewide and at the four Targeted High Need Regions.

Table C-vi: Arizona EPSDT Eligibility and Screens by Child Age: 2011

	EPSDT Eligible by Age		Percent of Children EPSDT Eligible		Average Screens per Eligible Child	
	0-2	3-5	0-2	3-5	0-2	3-5
Arizona	270K	183K	56.4%	53.1%	2.51	0.67
Nationwide	12.0M	12.2M	56.0%	51.5%	2.12	0.71
Source: 2011 416 EPSDT Forms and 2010 American Community Survey (for total child population)						

Referrals and follow-up. Assessing children for developmental and educational delays crosses systems, agencies, disciplines and perspectives. Child assessments that are conducted in early learning environments using assessment tools are not always the same as used in other systems. Aftera single assessment tool is being used across systems theprocative will become more expected and routine. Results of the assessments will be shared with parents as well as referrals to appropriate medical providers for further evaluation and diagnosis. Referrals to IDEA Part C and B services will be done in conjunction with parental input and understanding. Parents of Children with High Needs may require additional help in accessing health insurance enrollment if they are un-insured and understanding the results of the assessments. Resource and referral guides for EC educators and for interacting with parents will be part of the parent

education materials being developed as part of the RTTT-ELC funding.

Building upon current collaborations and exemplary programs around the state will facilitate a more integrated system of screening, referrals and closing the referral loop with parents. There is a critical need to address systems integration and cross system communication. The state of Arizona does not have a baseline number of children who are screened for developmental delays either in the health or educational system. The Early Childhood Learning data collection system discussed in section E(1) and E(2) will allow this kind of surveillance and tracking to occur. It will be first implemented in the four targeted regions to identify the challenges of uniform data collection across systems. It is expected that the number of children screened and referred will be known through a de-identified data integrations system build in the four regions by the end of calendar year 2014.

Performance Measures for (C) (3) (d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	Baseline and annual targets				
	Baseline (Today, if known) *If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets*	**Target for end of calendar year 2014**	**Target for end of calendar year 2015**	**Target for end of calendar year 2016**	**Target for end of calendar year 2017**
Number of Children with High Needs screened	2011- 21.7% * national survey results	Baseline data collection of children screened in High Quality plan- four targeted High Needs Regions	15% increase	25% increase	50% increase
Number of Children with High Needs referred for services who received follow-up/treatment	Not available	Baseline data collection of children screened in High Quality plan- four targeted High Needs Regions	15% increase	25% increase	50% increase
Number of Children with High Needs who	Not available	Baseline data collection of children screened	15% increase	25% increase	50% increase

Performance Measures for (C) (3) (d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	Baseline and annual targets				
	Baseline (Today, if known) *If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets*	**Target for end of calendar year 2014**	**Target for end of calendar year 2015**	**Target for end of calendar year 2016**	**Target for end of calendar year 2017**
participate in ongoing health care as part of a schedule of well child care		in High Quality plan- four targeted High Needs Regions			
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	80% of children enrolled in Medicaid Managed care received six well child visits by age 15 months- 2012-13*	80% in four Targeted High Need Regions	85% in four Targeted High Need Regions	87% in four Targeted High Need Regions	90% in four Targeted High Need Regions
*Source 2011 National Health Survey; Question asked of parents if their child 10 months to age five were screened for being at risk for developmental, behavioral and social delays using a parent-reported standardized screening tool during a health care visit *Based on Medicaid HEDIS standard for the state.* *Early Childhood Learning Data system development will include data on number of children screened, referred and receiving ongoing care as part of well-child visits.*					

(3)(C)(e) *Developing a comprehensive approach to increase the capacity and improve the overall quality of Early Learning and Development Programs to support and address the social and emotional development (including infant-early childhood mental health) of children from birth to age five.*

Support and address the social and emotional development. Arizona currently funds two programs to provide social and emotional support within Early Learning Programs: (a) the Early Childhood Mental Health Consultation (ECMHC) program, and (b) the provision of Inclusion Specialists. The availability of these programs is critical as rural areas and most Indian

regions are not able to afford these important services. ECMHC is provided to early childhood learning programs that agree to services to support children with emotional or behavioral challenges in early learning programs. The high rates of expulsion from child care triggered the alarm that the needs of these children were not being addressed. ECMHC is a collaborative relationship between early childhood caregivers and children (Ash, Macrain, & Johnson, 2013) that builds EC educators capacity to understand and support children with social and emotional delays or disorders in their classrooms. They also support parents in understanding their child's behavior and supporting the relationship with their child through consultation services located at the program. ECMHC have expertise in infant and early childhood mental health. Currently, through ECDH these services are provided in 14 of the 31 regions in the state. ECMHC are working in 368 childcare centers in the state at a cost of $4.5M. ECMHC is linked to TQRIS as a technical assistance consultant but it is not required as part of the TQRIS program. Arizona proposes to expand this service in to rural regions and Indian lands as part of the RTTT-ELC grant award.

The Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) have identified the need for *Inclusion Specialists* to support and increase the number of children with special health care needs enrolled in high quality child care. Children with identified disabilities may include those who are receiving services through an Individualized Education Plan (IEP), and Individualized Family Service Plan (IFSP), or have a medically diagnosed health condition for which the child would benefit from the development of an Individual Health Plan (IHP). Arizona has supported the provision of a comprehensive, consultative model that provides on-going training and on-site technical assistance. It includes assisting care providers with understanding the established goals and objectives of children's Individualized Education Plans (IEPs), Individual Family Service Plans (IFSPs), or medically diagnosed (by a doctor, psychiatrist or psychologist) health condition and how to incorporate them into the program's established curriculum and daily routines.

Although this strategy has great importance it is not funded in more than three of the regions due to the costs and the professional capacity within rural areas and Indian lands.

(C)(3) High Quality Plan - RTT-ELC Funded Components include both statewide efforts and specific efforts within the four Targeted High Need Regions for this section. The regions selected – one urban, two rural and one comprised of Indian lands – were chosen based

on several factors, including: a disproportionate number of Children with High Needs living in the region (e.g. high poverty, high number of English language learners), barriers faced by families in accessing services (lack of available services, transportation); existing infrastructure to support targeted investment and relationships with early childhood stakeholders that can be leveraged to produce greater results.

ECDH will use RTT ELC funding to address specific goals under section (C)(3). These goals include:

1. Improve the application of revised health and safety standards by child care health consultants (CCHC) statewide;

2. Provide and support funding for ECMHC and inclusion specialists in early learning and development programs participating in TQRIS (Quality First) and serving Children with High Needs (four Targeted High Need Regions);

3. Increase the number of EC educators who are trained in health and safety standards, social and emotional support of children and families and methods for including children with special health care needs into ELDPs (in the four Targeted High Need Regions);

4. Continue to expand the use of routine and consistent developmental and behavioral screening and assessment as a part of well-child visits and integration of health and education systems (specifically through Arizona's ECCS grant focus on developmental screening- statewide); and

5. Continue to work with the BUILD Initiative in promoting healthy eating and exercise practices in the early years to achieve the twin goals of reducing malnutrition and obesity (specifically through BUILD partnership activities with the early childhood health and nutrition community- statewide).

Goal 2.5	By June 2017, Arizona will improve the application of health and safety standards by child care health consultants and inclusion specialists in early learning and development programs participating in TQRIS (Quality First) and serve Children with High Needs in four Targeted High Need Regions.

This project will provide increased training and support for child care health consultants, ECMHC and inclusion specialists in the application of newly developed and aligned ELDS and support health, social and emotional development of children birth through five.

High Quality Plan: Key Sub goals/Activities	The key activities to support this project are presented below.

Table C-vii: Timeline and Milestones: Applying Health and Safety Standards

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Establish a cross system developmental screening data collection system through the longitudinal data base system (see E2)			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Complete alignment of Cross agency health and safety standards and the manual	X	X	X													
Implement revised joint Agency Health and Safety standards across ELDPs statewide and in Indian programs					X	X	X	X	X	X	X	X	X	X	X	X
Provide PD Implement the Health Champions in four Targeted High Need Regions			X	X	X	X	X	X	X	X	X	X	X			
Provide ECMHC and Inclusion specialists in four Targeted High Need Regions			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Integrated Early Childhood systems building through health and educational systems (ECCS)- no RTTT-ECL funds	X	X	X	X	X	X	X	X	X	X	X	X				
Support systems integration on child nutrition and well-being With ADHs and BUILD AZ- no RTTT-ELC funds	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	Representative of multiple state agencies and programs (including the Arizona Department of Health Services [ADHS] & the Department of Economic Security [DES] as well as the Arizona Child Care Association [ACCA]) and include Indian agencies that monitor health and safety standards on Indian lands.
Financial Resources Section C	A total of $8,597,000 across four years: $1,709,000 in Year 1, $2,296,000 in Year 2, $2,296,000 in Year 3, $2,296,000 in Year 4.
Supporting Evidence	Cross agency Health and Safety Manual will be completed in Year 1, One Health champion will be selected and certified for each TQRIS program in high needs areas
Key performance measures	# of EC educators familiar with and using the new alignment of health and safety standards

How will Arizona address the needs of different types of ELDPs?	ELDPs and consultants they work with will be trained on health and safety standards. Activities associated with this goal are relevant to all types of ELDPs. If an ELDP participates in TQRIS, they will benefit from increased knowledge of these standards.
How will this goal meet the needs of Children with High Needs in Targeted High Need Regions?	This goal will meet the needs of Children with High Needs by providing the child care health consultants and inclusion specialists with training on CAS.
Selection criterion Addressed	(C)(3)(a), Absolute Priority
Cross-reference to other projects/goals	This goal relates to activities in (D)(1) and (E)(2)

Goal 4.3	By June 2017, Arizona will increase the number of early childhood educators trained in using standardized developmental screening tools and making referrals when appropriate in four Targeted High Need Regions.

By June of 2017, Arizona plans to increase the number of trained EC educators in using the Comprehensive Assessment System who understand and utilize data obtained from the assessment system. Goal #2 specifically focuses on increasing the number early childhood educators trained in using standardized developmental screening tools and making referrals when appropriate in four Targeted High Need Regions.

High Quality Plan: Key Sub goals/Activities	The main activities are listed below.

Table C-viii: Timeline and Milestones: Increasing the Use of Screening Tools

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Convene a regional group to decide on a single child level assessment tool to be used			X	X	X											
Develop a unified PD plan to complete PD on CAS						X	X	X								
Provide Training on CAS in four Targeted High Need Regions				X	X	X	X	X	X	X	X					

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Develop TQRIS (Quality First) PD on developmental screening, developmental screening tools and the referral process				X	X	X	X	X	X	X	X					
Provide PD on developmental screening, developmental screening tools and the referral process									X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	County Health Departments, school district representatives and key ELDP partners such as the Head Start Association will work together to convene EC educators in four Targeted High Need Regions on CAS through the Quality First Academy.
Financial Resources Section C	A total of $8,597,000 across four years: $1,709,000 in Year 1, $2,296,000 in Year 2, $2,296,000 in Year 3, $2,296,000 in Year 4.
Supporting Evidence	Report: An Arizona Opportunity Assessment on Ensuring Young Children's Developmental Success (Bruner and Trefz, 2013) Report: The Vision for Home Visiting Services in Arizona 2010 – 2015
Key performance measures	# of the number of EC educators trained in using standardized developmental screening tools and making referrals # of EC educators establishing a cross system communication process related to screening, referrals and follow up for children identified with special needs
How will this goal meet the needs of Children with High Needs in Targeted High Need Regions?	Children with High Needs will be accurately screened using standardized developmental screening tools and referred for further assessment and treatment. Improved system coordination will reduce duplication of screening Parents will have a greater understanding of what developmental screening results mean and how to access needed services for their children through the medical home.
Selection criterion addressed	C(3)(d)(1), Absolute Priority
Cross-reference to other projects/goals	This goal relates to activities in C(2) and D(2).

(C)(4) Engaging and supporting families. Research found that exposure to the heritage language at home serves as a protective factor for children of immigrants and their cognitive development. According to a national study of Dual Language Learner (DLL) preschoolers, Winsler and others (N.d.) found that the use of families' home language was a protective factor for children of immigrant families. After controlling for country of origin and family demographics, such as income and education, Winsler and others (N.d.) found more positive cognitive outcomes for children of immigrant families when some amount of their home language was being spoken in the home, compared families who spoke only English. Thus, it is important for preschool programs to encourage learning at home in DLLs' home languages. This may be particularly beneficial in the realm of reading and literacy-building skills.

The State of Arizona through ECDH and ADHS invests approximately $90 million annually (state and federal funding) on voluntary family support programs that engage culturally diverse families in the state. Parent education and support begins in many cases before a child is born through home visitation programs, parenting classes and other community classes. Bronfenbrenner's ecological theory suggests that interactions between families and schools are essential for positive child growth and development. This is especially relevant for dual language learners (Bronfenbrenner, 2005). Home environments should be incorporated into ELDP program curriculum planning as well as in home visitation curriculum. Home environments are the essential environment for language acquisition and where children practice, and reinforce concepts, such as literacy building skills in their home language.

ECDH's programs engage families and build on the solid foundation of evidenced –based program standards and guidelines that provide specific indicators and activities to engage families in their child's growth, development and early learning. ECDH promotes early literacy and specifically English language and literacy development in the home. This is accomplished by the following: 1) providing onsite, individualized targeted coaching to advance the integration of the Program Guidelines for High Quality Early Education programs, which include indicators of family engagement and linguistic and cultural integration; 2) delivering culturally and linguistically appropriate parent education materials that enhance families' capacity to engage in

early literacy and math activities with their children in the home, 3.) support early literacy behaviors in ELDP; and, 4) advancing the language and literacy development of English language learners and children on Indian lands (Cannon, Jacknowitz, & Karoly, 2012).

Many of the interventions include culturally responsive approaches that promote early literacy activities that parents can do with their children and support English language acquisition for dual language learners. Our evidence-based intensive home visiting programs support first-time single mothers, families with children with developmental delays, and families isolated in rural areas of the state and on Indian lands serving approximately 12,000 children annually-Children with High Needs. The home visitation curriculum support early literacy activities while engaging parents.

High Quality Plan. Strategies will be concentrated in four Targeted High Need Regions with a high density of English language learners and Indian children, with the goal of creating environments rich in vocabulary, language and literacy. These evidence-based efforts to improve English language acquisition and literacy will be evaluated and measured to ensure young children are better prepared in all Essential Domains of Kindergarten Readiness. More than 50% of Arizona children under 6 are English language learners (Population Reference Bureau, 2007-2009). Enhancing family literacy is paramount because in families where one or both parents do not speak English, parents are less likely to read regularly to their children than in families where both parents speak English (Ballantyne, Sanderman, & McLaughlin, 2008). Supporting parents to read to their children regardless of their primary language creates a literacy-rich home environments experience multiple benefits including boosts in literacy development, social-emotional gains and increased likelihood of later overall school success (Child Trends Data Bank, 2012) Multiple research studies suggest that family support in the early years can help children benefit from strong cultural and linguistic family and community connections *and* improve English proficiency and school readiness (Ballantyne et al., 2008; Britto & Brooks-Gunn, 2001). Most of these limited-English speaking parents are recent immigrants to the United States from Mexico and a majority has not completed high school. While they want their children to become proficient in English, they need to be supported to in provide a rich language environment in their native tongue. Arizona's efforts at family engagement will draw upon family strengths while recognizing the need for families to strengthen their own literacy and language skills in their home language as well as English.

Many young English language learners and children on Indian lands are cared for in their homes or in Family, Friend and Neighbor (FFN) care. A recent Arizona study of FFN programs found more than seven distinct languages spoken by FFN caregivers including Somali, Nepali, Navajo and Hopi. By far, the predominant languages spoken are Spanish and a blend of English/Spanish. Fifty-nine percent of adults speak Spanish to children in their care and 28% a blend of English and Spanish. English is spoken by about 10% of the adults. Spanish is also the primary language spoken by children when talking to their caregiver (46%) and to their families (42%) (Shivers, 2011). It is very clear that the number and type of words children hear and speak are intensely influenced by their family members and the adults they interact with in informal care environments. Supporting early literacy behaviors with FFN providers will further support children's early literacy and language development.

If the adults who influence young children engage in behaviors that promote literacy and reading success, then more children will be on track for reading proficiency by the end of 3rd grade.

Family partnerships play a critical role in the success of this strategy. Awareness of the importance of early literacy remains low and practical tools and activities for parents and caregivers to use are not well disseminated for families with Children with High Needs. Family partnerships play a critical role in the success of this strategy. Given the backgrounds of many of these families, while desires for their children to succeed are high, awareness of how to prepare their children for success through supporting language acquisition and early literacy remains fairly low. Practical, "family-friendly" tools to be used with families that support them talking and reading to their children will build vocabulary. Community organizations can be supported to have developmental reading activities for infants and families. Building the confidence of parents and extended family members, reinforcing their role as their child's first and strongest teacher, and affirming the importance of English language acquisition in a focused and targeted way in the four Targeted High Need Regions will facilitate understanding the impact of this more intense and integrated system is the foundation of our proposal.

(C)(4)(a) *Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its program standards, including activities that enhance the capacity of families to support their children's education and development and help families build protective factors.* Arizona has a continuum of high-quality Early Learning and Development Standards (ELDS) that are aligned to the state's K–three

academic standards and lay the foundation for school readiness. They are described in detail in section C1. Each standards document in the ELDS contains dedicated sections for family engagement and support and linguistic and cultural integration. Linguistic and cultural integration guidelines provide direction to early childhood programs regarding appropriate selection of materials, communication with families, family involvement in classrooms and programs, and openly and sensitively discussing stereotypes as situations naturally occur. Family engagement and support guidelines provide direction on communication with families, family involvement in decision-making and transition-planning, helping families access community resources, creating welcoming environments for families of diverse backgrounds and family involvement in program and policy decisions. The guidelines also contain indicators for how early childhood educators can meet the linguistic, cultural and learning needs of English language learners, including attending to the social, emotional and cognitive skills of children, ensuring young children are provided English-speaking role models, and instructional strategies to support English language acquisition.

(C)(4)(b) *Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the program standards.* Ongoing training and PD is essential for early care and education programs to effectively integrate and align the Program Guidelines with family engagement activities. Several on-going strategies are currently being implemented and include:

1) The Arizona Department of Education (ADE) has implemented a two-year plan to ensure Early Childhood Educators understand and use the AzITDG in early learning programs.

2) The Arizona Department of Education (ADE) has implemented a core training modules developed for the family engagement and cultural and linguistic integration guidelines. It is based on the National PD Standards (Professional Development Standards, Leaning Forward). ELDP educators currently participate in the training implementation across the state. TQRIS coaches and consultants also participate in training sessions.

3) *Read On Arizona* is philanthropy funded initiative in the state that coordinates local and statewide planning and cultivates the capacity of community based-organizations to participate in a network of community partners. The aim of this initiative is to act as conduits to support families within the framework's seven areas to access a bundle of community services that truly reflect the opportunities to deepen family engagement in early literacy

activities. ECDH and other state agencies and programs participate in the planning and implementation meetings.

4) The Arizona Quality First Academy enhances the knowledge and professional competence of TQRIS coaches who work with providers statewide in high English language learner, geographically isolated, and Indian communities. The program includes focused attention on advancing the specialization and professional competency of coaches specific to linguistic and cultural integration and family engagement. ECDH fully funds this academy that is in its planning phase until January 2014.

It includes the development of an evidence-based training curriculum and identification of specific resources and tools for Arizona's early learning coaches and mentors will ensure programs are effectively preparing Arizona's English language learners for academic success, and positioning home environments as resources that help prepare children in all Essential Domains of School Readiness. In addition, through the RTT-ELC funds, a culturally and linguistically appropriate parent companion book to the AzELS and Infant/Toddler Developmental Guidelines will be developed for coaches to use with their programs. This companion book will serve as a tool and resource for programs to effectively partner with all families, especially families of English language learners. Parent companion books will be distributed annually throughout the state at early childhood activities within the communities.

(C)(4)(c) *Promoting family support and engagement statewide, including by leveraging other existing resources such as home visiting programs, family resource centers, family support networks, and other family-serving agencies and organizations, and through outreach to family, friend and neighbor caregivers.* Arizona family support and engagement strategies statewide represent a continuum of programs aimed at assisting parents and caregivers. The state is able to provide a variety of services to parents and children by leveraging the services offered through many state agencies and alongside both private and public partners. Specific efforts have been made to provide increased access for families to programs that are voluntary, culturally responsive, offered in a variety of settings, and provided at an intensity that meets the individual family's needs and desires. Family support programs funded through ECDH include:

1) *Arizona Parent Kits* are provided to every family of a newborn upon discharge from an Arizona hospital or birthing center. The kits include DVDs on healthy parenting practices, an

80-page resource guide and a book to encourage parents to begin reading immediately with their child. 73,833 parent kits were distributed in FY2013. Revisions of materials distributed in the Arizona Parent Kits is underway to include new technology and information on safe sleep practices, on child nutrition and information on choosing a child care setting.

2) The *Birth to 5 Helpline* allows all Arizona parents and early learning professionals to call in with questions about infants, toddlers and preschoolers. The line is toll-free statewide and staffed by early childhood development specialists, registered nurses, disabilities specialists, early literacy specialists and mental health counselors. The Helpline answers 2,000 to 3,000 calls every year.

3) *Family Resource Centers and Community-based Parenting Classes* provide families with children birth to five years old access to information and education on a variety of child development and health topics. The centers are established and classes are offered in areas of the community where families naturally congregate. In FY2013, 62,865 caregivers attended voluntary classes in community-based settings on topics such as parenting skills, child development, literacy and nutrition. In addition, 75,652 families accessed early childhood information, training or referrals through Family Resource Centers funding in some of the ECDH regions.

- Home Visitation programs provide participating families of infants and toddlers with information and education on parenting, child development and health topics while assisting with connections to other resources or programs as needed. Home visitors deliver one-one-one coaching and interaction with parents or caregivers in the home that tailor to the needs of individual families. In FY2013, 6,795 Arizona families enjoyed stronger, more supportive parent-child relationships through home visitation. Home visitation PD and services are leveraged with the federal Maternal, Infant, Early Childhood Home Visitation (MIECHV) grant with ADHS.

- Specific efforts are made to reach lawful but unlicensed Family, Friend and Neighbor care providers thought family resource centers, co- training activities and their access to the Arizona Birth to 5 Hotline.

- One of ECDH's strengths in family engagement is the strong involvement of families and community leaders on the RPCs and the opportunity to develop on-the-ground responses that fit the specific needs of and resources within different communities. Also, as home to more

than 10% of the nation's Indian children, ECDH has particularly strong relationships with leaders in Indian communities. This has led to developing strategies that not only respond to Indian children in culturally responsive ways, but that also inform the larger community and state of the value of diversity and the opportunity for collaborating across communities and cultures in developing inclusive and responsive early childhood, and K-12 and other public services.

(C)(4) High Quality Plan—RTT-ELC Funded Components include both statewide efforts and specific efforts within the four Targeted High Need Regions. The areas selected – one urban, two rural and one comprised of Indian lands – were chosen based on several factors, including: a disproportionate number of Children with High Needs living in the region (e.g. high poverty, high number of English language learners), barriers faced by families in accessing services (lack of available services, transportation); existing infrastructure to support targeted investment and relationships with early childhood stakeholders that can be leveraged to produce greater results. In addition, family engagement should be bidirectional. In targeting the four regions for the high quality plan, there is an opportunity for greater parent involvement in the planning and implementation process. Activities to engage and enlist parents for opportunities to participate, contribute, and lead the process of disseminating this message of early literacy within the regions would give structure to the lessons learned/experiences that can be used in broader use and application throughout the state. Offering recommendations for how the message might be advanced and scaled up is included in this RTTT ELC proposal.

Goal 3.3	By June 2017, Arizona will use the Early Learning and Development Standards and the health and safety standards as a framework to increase families' knowledge and skills to promote their child's learning and development and in Targeted High Need Regions.

By June 2017, Arizona plans to provide culturally and linguistically appropriate materials to all families enrolled in ELDPs information regarding the ELDS will promote and support their children's learning. These activities specifically focus on enhancing the ability of parents to support their children's education by providing them with information that will allow them to make more informed choices.

High Quality Plan: Key Sub goals/Activities	The key activities for this goal are presented below.

Table C-ix: Timeline and Milestones: Increasing Families' Knowledge and Skills

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Create culturally and linguistically appropriate materials for dissemination regarding the ELDS for parents.		X	X													
Create and distribute culturally and linguistically appropriate materials information for dissemination on newly integrated health and safety standards for families.			X		X											
Create PD for ELDP providers to share information with families about early literacy					X	X										
Enhance existing partner websites with interactive early literacy information for families		X	X		X	X	X	X								
Provide culturally and linguistically appropriate materials to EC programs and information to families							X	X	X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	Representative of multiple regional and state agencies and programs, including DHS DES, CCR&R, ELDPs and other community organizations in Targeted High Need Regions.
Financial Resources Section C	A total of $8,597,000 across four years: $1,709,000 in Year 1, $2,296,000 in Year 2, $2,296,000 in Year 3, $2,296,000 in Year 4.
Supporting Evidence	Standards currently exisit but they are not using commonly understood by families and service organizations.
Key performance measures	# of parents who retrieve information on the ELDS through websites. # of ELDS parental information materials distributed. # of parents who retrieve information on health and safety standards through website. # of early literacy parental information materials distributed.
How will this goal meet the needs of Children with High Needs in Targeted High Need Regions?	This goal will meet the needs of Children with High Needs by providing families with culturally and linguistically appropriate materials information on early literacy and health and safety, provide information on community resources, and extend outreach and activities to engage families.

Selection criterion Addressed	(C)(4)(a), Absolute Priority
Cross-reference to other projects/goals	This goal relates to Section C

Goal 3.4	By June 2017, Arizona will increase families' knowledge of data from their child's Kindergarten Developmental Inventory (KEA) results in four Targeted High Need Regions.
Goal 3.6	By June 2017, Arizona will increase families' and stakeholders' knowledge of data from CAS used in ELDPs in targeted high need regions.

By June 2017, Arizona plans to provide all families in four Targeted High Need Regions with children with High Needs with materials about what to expect and how their child will be assessed. This will include general information regarding CAS and specific understanding of the individual scores of their children. In addition, all families in four Targeted High Need Regions with children entering kindergarten will be given infomation about what to expect and how their child will be assessed. This will include general information regarding the KEA, its purpose, value, and meaning, as well as specific understanding of the individual scores of their children. These activities specifically focus on enhancing the ability of parents to support their children's education preparations by providing them with information that will allow them to make more informed choices about their children's education.

High Quality Plan: Key Sub goals/Activities	The key activities to support both goals of this project are presented below

Table C-x: Timeline and Milestones: Increasing Families' Knowledge of CAS Results

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Create culturally and linguistically appropriate informational materials for parents on the meaning, value and purpose of preparing for kindergarten			X	X												
Create PD for kindergarten teachers, principals and other relevant EC educators on how to share KEA/CAS results with					X	X	X	X	X							

parents														
Create website with culturally and linguistically appropriate CAS/KEA information and materials for parents								X	X					
Provide culturally and linguistically appropriate materials for ELDPs to share with parents					X	X	X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	Representatives of multiple regional constituents including families and including LEAs and schools located in Indian lands.
Financial Resources Section C	A total of $8,597,000 across four years: $1,709,000 in Year 1, $2,296,000 in Year 2, $2,296,000 in Year 3, $2,296,000 in Year 4.
Supporting Evidence	ECDH 2013 Annual Report demonstrates families' desire for information to support their child's learning and health as evidenced by calls to Birth to Five Helpline, participation in community-based parent education, and engagement in home visiting programs.
Key performance measures	# of kindergarten teachers, principals and other relevant who participate in KEA family engagement PD. # of KEA parental information materials distributed. # of parents who retrieve KEA information through website.
How will this goal meet the needs of Children with High Needs in Targeted High Need Regions?	This goal will meet the needs of Children with High Needs in Targeted High Need Regions by providing parents with culturally and linguistically appropriate materials information on that will enable them to make informed choices about their children's education.
Selection criterion Addressed	(C)(4)(a), Absolute Priority
Cross-reference to other projects/goals	This goal relates to activities in Section C and (E)(1)

Goal 3.5	By June 2017, Arizona will have an integrated and coordinated system to further leverage resources to promote effective family support and early literacy engagement strategies in Targeted High Need Regions.

By June 2017, Arizona plans to develop a community-based early literacy programs within all 4 Targeted High Need Regions. Included in this is a special project to support language and culturally specific materials to be used on the 22 federally recognized Indian tribes and nations in Arizona and approved by Indian leadership. The materials- children's books, early literacy support materials, activities to do with children- programs will be developed within the cultural specificities and will meet ECDH standards of practice for effective early literacy programs. These activities will specifically focus on enhancing the ability of parents to support their children's early literacy, education and development and include book distribution, parent

education and inter-organizational collaboration to support early literacy behaviors.

Goal 3.5.1	3.5.1 By June 2017, Arizona will increase the number of families with High Need Children reading with their children on a daily basis especially on all Indian lands that agree to participate.

High Quality Plan: Key Sub goals/Activities	The key activities to support this project are presented below.

Table C-xi: Timeline and Milestones: Promoting Effective Family Supports

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Develop culturally and linguistically appropriate parent education materials to enhance families' capacity to engage in literacy activities with their child(ren)	X	X	X													
Integrate the culturally and linguistically appropriate materials on the AzELDs.				X	X	X										
Develop PD to enable coaches and mentors to provide early literacy based classes to parents who are English Learners and on Indian lands				X	X	X	X	X	X	X	X	X	X	X		
Disseminate culturally and linguistically appropriate materials on early literacy to families.			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Co-develop early literacy materials and methods of dissemination on Indian Lands.			X	X	X	X	X	X	X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	Representative of multiple state agencies and programs ECDH & and Indian agencies that monitor education on Indian lands.
Financial Resources Section C	A total of $8,597,000 across four years: $1,709,000 in Year 1, $2,296,000 in Year 2, $2,296,000 in Year 3, $2,296,000 in Year 4.
Supporting Evidence	State of Arizona Report Card: 33% of Arizona families susrveyed do not read with their children every day; among families below 200% poverty level, 41% report not reading to their child
Key performance measures	#/% of families with High Need Children reading with their children on a daily basis in Indian Lands
How will this goal meet the needs of Children with High Needs in Targeted High	This goal will meet the needs of Children with High Needs on Indian Lands by providing the parents with materials to engage in literacy activities with their child(ren).

Need Regions?	
Selection criterion Addressed	(C)(4)(a), Absolute Priority
Cross-reference to other projects/goals	This goal relates to activities in Section C

D. A Great Early Childhood Education Workforce

(D)(1) Developing a Workforce Competency Framework and a Progression of Credentials. Throughout the past decade, improving the quality of the EC workforce has been a top priority for Arizona's EC leaders and stakeholders. Highlights include the development of the first Arizona Early Learning Workforce Competency Framework (WFKC) and Career Lattice, and the creation of a statewide credential verification system and workforce registry that identified high quality PD opportunities throughout the state. The Arizona State Board of Education voted to require early childhood certification for anyone teaching in state-funded preschool programs, IDEA part B, section 619 and ESEA Title I preschool programs, and kindergarten classrooms that became effective in 2012. The three state universities have aligned their EC Bachelor's degree and teaching certification programs to ADE and NAEYC's professional teaching standards, the Core Knowledge Elements and Competencies, and the Arizona Early Learning and Development Standards (AzELDS). In addition, Arizona has undertaken the development of an EC certificate and elementary education EC endorsement (Birth through Grade 3), and all three state universities created EC Bachelor's degree programs.

In 2002, the Arizona Department of Economic Security/Child Care Administration (DES/CCA) awarded Child Care Development Funds (CCDF) quality set-aside funds to the Association for Supportive Child Care (ASCC) to launch S*CCEEDS (Statewide Child Care and Early Education Development System). S*CCEEDS provided a statewide credential verification system, a registry of Early Childhood Educators' career advancement, and mechanisms to communicate community-based training opportunities statewide. When voters approved the creation of the Early Childhood Development and Health (ECDH) Board in 2006, statewide professional development (PD) efforts accelerated. To date, more than $20.4 million from ECDH and $18.7 million from Child Care and Development (CCDF) has been invested in PD strategies,

172

including T.E.A.C.H. Early Childhood® Arizona scholarships, Professional REWARD$, the Arizona compensation and retention program, and other scholarship, workforce recruitment, and teacher education strategies. Arizona is also currently piloting a Bachelor's degree-level T.E.A.C.H. program, funded by the Boeing Corporation. Annual investment totals and enrollment numbers are discussed in detail in (D)(2).

Current Priorities

With the significant strides as a result of Quality First and T.E.A.C.H., DES/CCA recognized the need to build a more complex and sophisticated professional development system. The S*CCEEDS program ended in 2009 in order to transition resources and effort toward building a system consistent with the more robust needs of TQRIS. The Arizona Association for the Education of Young Children (AzAEYC), BUILD Arizona, and ECDH jointly convened an early childhood PD Workgroup (PDWG) in 2011. It is comprised of EC representatives from Participating State Agencies (PSAs) - ECDH, the Arizona Department of Education (ADE), the Department of Health Services (DHS), and the Department of Economic

Figure D-i. Arizona PD Strategic Plan

PD Priority 1: Workforce Knowledge and Competency (WKCF) Framework

- Develop, implement and align a comprehensive WKCF that delineates the basic knowledge, skills, and attitudes needed for EC educators.
- Develop the AZ PD Provider and Technical Assistance Competencies.

PD Priority 2: Seamless Progression of Degrees and Credentials

- Develop an EC Prior Learning Assessment (PLA) eligible for college credit
- Develop an Associates of Arts in Early Childhood Education Degree (AAECE) that will be implemented at all Arizona community colleges.

PD Priority 3: Workforce Registry and PD Website

- Creating an EC PD website and a workforce registry

Security (DES) - institutions of higher education, early learning development programs (ELDPs), early childhood (EC) educators, BUILD Arizona representatives, PD educators, non-profit and community-based organizations working on behalf of young children and families, and philanthropic, advocacy, and other professional organizations.

Influenced by national experts, research and significant stakeholder input, the workgroup developed a Strategic Plan (Appendix T) to advance the Arizona PD system. The PD plan is aligned to RTT-ELC priorities and goals, and priorities specific to (D)(1) are shown in Figure D-i below. The projects discussed in Section (D)(1) are critical system infrastructure projects that

will benefit all EC educators in Targeted High Need Regions and statewide when these initiative are put to scale.

(D)(1)(a) Develop a common, statewide WFKC designed to promote children's learning and development and improve child outcomes. Arizona is in the final phase of a two-year project to develop a WKCF that promotes children's learning and development and will improve child outcomes. The WKCF is a set of professional standards that identify the basic knowledge, skills, and attitudes needed for EC educators across all sectors of ELDPs, early intervention, mental health, physical health and social services/child welfare working with expectant parents, infants, toddlers, young children to age eight, and their families. The Arizona WKCF has five proficiency levels indicating increasingly advanced levels of knowledge and competency and meets the RTT-ELC definition of a WKCF.

This framework consists of two components: 1) a career lattice (a common, statewide progression of degrees and credentials) and, 2) EC educator competencies. There are multiple components within each competency, with indicators that specify the observable skills, values, and attitudes needed by EC educators in order to promote children's learning and improve child outcomes. The competencies include standards in eight core knowledge areas:

1. Child Growth and Development: Basic Child Development, Typical and Atypical Development, Individual Differences, Influences on Development, Facilitation of Development, and Collaboration (pp. 12-22);

2. Curriculum and the Learning Environment: Overall Learning Environment, Learning Strategies, and Curriculum (pp. 23-46);

3. Child Observation and Assessment: Assessment Plans and Procedures, Communication with Families, and Confidentiality (pp. 47-52);

4. Effective Interactions: Relationships, Group Interactions, Communication, Guidance, and Family Collaborations (pp. 53-67);

5. Health, Safety and Nutrition: Policies, Practices & Procedures, Abuse and Neglect, Nutrition & Dietary Practices, Communication with Families, and Health Education (pp. 68-83);

6. Family and Community Partnerships: Knowing and Respecting Families, Communication with Families, and Confidentiality (pp. 84-96);

7. Professionalism: Commitment to Quality, Professional Development, Ethics, and

Leadership (pp. 85-105); and,

8. Program Management: Legal and Regulatory Standards, Physical Facility, Fiscal Management, Risk Management Plan, Technology, Human Resources Management, and Program Planning and Evaluation (pp. 106-124, see Attachment P).

Evidence-Based. The WKCF was based on the widely agreed upon early childhood knowledge base that identifies which early social and emotional, cognitive, physical, and academic competencies enable young children to develop and learn to their full potential (NAEYC, 2009) and health and safety practices shown to support the healthy development of young children. Evidence-based leadership, administration, and management practices in early childhood programs (Bloom, 2004) and agreed upon early childhood educators guidelines for responsible behavior (NAEYC, 2011) were also used.

Application of Standards, Assessment and Strategies for Working with Families. The WKCF incorporates and is aligned with the AzELDS, Academic Standards for Kindergarten, the Comprehensive Assessment System (CAS), and Program Guidelines for High Quality Early Education: Birth through Kindergarten. They are also aligned with the Head Start Child Development and Early Learning Framework, Council for Exceptional Children Definition of a Well-Prepared Special Education Teacher, NAEYC Standards for EC Educators, and Arizona's Tiered Quality Rating and Improvement System (TQRIS).

Mathematics and Literacy. Indicators in Curriculum and the Learning Environment address competencies in early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children (pp. 23-46).

Data to Guide Instruction and Improvement. Indicators in Child Observation and Assessment and Program Planning and Evaluation address competencies in the effective use of data to guide instruction and program improvement (pp. 106-124).

Strategies for Social and Emotional Development. Indicators in Effective Interactions address competencies for adult and child interactions and behavioral management strategies to promote positive social and emotional development and reduce challenging behaviors (pp. 53-67).

Expert Review and Feedback. The WKCF is currently under review by EC educators, representatives from higher education, and other EC experts across the state that are providing extensive feedback through seven in-person focus groups and informational meetings, and

through an online review and survey through November 1, 2013. Feedback is specifically requested regarding the applicability, usefulness, and cultural and linguistic appropriateness of the competencies.

Partnerships with Families. Indicators in Family and Community Partnerships address competencies for effective approaches to collaborating with families, and building knowledge, skills and capacity so they promote their child's health and development (pp. 84 – 96).

Indicators addressing Special Needs and Inclusion and Cultural Diversity are systematically and intentionally integrated across the competencies. WKCF developers paid special attention to ensure the competencies were culturally and linguistically appropriate, and are receiving feedback on this during the current vetting process.

Race to the Top – Early Learning Challenge (RTT-ELC) funds will support the statewide distribution and use of WKCF (Goal 5.1). The WKCF is a unifying framework for Arizona PD system reform, and will advance the system in six strategic ways:

1. Instill knowledge and competencies required in TQRIS program standards related to EC environments and adult-child interactions. Analysis of progress data in the TQRIS rating system indicates adult-child interactions and classroom environment scores contribute most to increases on the rating scale. Ensuring alignment between the WKCF and TQRIS will promote the skills and behaviors necessary for EC educators to provide high quality ELDPs.

2. Coach and mentor EC educators at all levels of the career lattice about the sequence of knowledge and skills required to become an EC educator, and inform career development plans.

3. Align college coursework. Although all EC degree programs include core areas of the new WKCF, there is currently no uniform system for determining the level of skill or competency appropriate for a Child Development Associate (CDA) credential, Associate's degree, or Bachelor's degree coursework. The five proficiency levels in the WKCF clearly indicate increasingly advanced levels of knowledge and competency, which will be aligned to coursework and EC degree programs in community colleges and universities.

4. Design and disseminate relevant credit and non-credit bearing community-based PD. EC educators, like all professionals, require in-service continuing PD, typically ranging from

6–18 hours per year. Community-based PD will be aligned to the WKCF.

5. Reinforce the use of the AzELDS and Program Standards by providing a framework for infusing standards in to all levels of the PD system.

6. Evaluate the efficacy of the PD system. The development of a workforce registry and linked EC data system (see (D)(2)(c) and (E)(2)) will provide mechanisms to validate the WKCF and evaluate how well the PD system promotes increasing EC educators' knowledge and competencies.

(D)(1)(b) *Develop a common, statewide progression of credentials and degrees aligned with the WFKC and (D)(1)(c) Engage postsecondary institutions and other PD providers in aligning PD opportunities with the state's WFKC Framework.* The Arizona Early Learning WFKC Career Lattice documents a common statewide progression of credentials and degrees, and provides a framework for EC educators to plan career advancement and set PD goals. The WKCF Career Lattice is distributed across five levels, from entry level to advanced with an Associate degree required at Level 3, Bachelor's degree required at Level 4, and Master's degree or doctorate required at Level 5 (See Figure D-ii). Two sub-levels (not seen in Figure D-ii) are included (1.5 and 2.5) to encourage and support educators in the early stages of career development. The following criteria form the foundation of the Arizona Career Lattice: 1) Education and specialized coursework; 2) Licensing and/or certification requirements; 3) Work experience; and, 4) Approved PD. The specific criteria for each level are included in the WFKC framework.

Figure D-ii. Arizona Career Lattice

	1 Recognizing	2 Developing	3 Achieving	4 Extending	5 Advancing
Education/Training Levels are cumulative; reaching higher levels means mastery of knowledge and skills of all previous levels.	Fulfills <u>at least one</u> of the following requirements: A high school student OR A high school diploma OR The equivalent of a high school diploma AND Meets licensing and/or certification requirements if applicable to the position or the setting. (See www.azdhs.gov/als/childcare/index.htm)	Meets Level 1 requirements and fulfills <u>at least one</u> of the following requirements: A minimum of two years of supervised experience in ECE and possessing knowledge and skills commensurate with the certification below as verified by an approved test or portfolio from college level course OR 225 clock hours of approved professional development OR 15 credit hours in early childhood education or related field OR A combination of credit and approved professional development hours as specified below[1] OR A certificate of completion (CTE) in early childhood education or a related field from a community college OR CDA or other approved equivalent certification or credential (e.g., CCP, CPC, MACTE, NAC).[2]	Meets Level 1 & 2 requirements and fulfills <u>at least one</u> of the following requirements: An Associate degree in Early Childhood Education (ECE) OR An Associate degree in a related field with 18 credit hours in early childhood education OR An Associate degree in any field with 30 credit hours in early childhood education.	Meets Level 1, 2 & 3 requirements and fulfills <u>at least one</u> of the following requirements: A Bachelor's degree in ECE or child development OR A Bachelor's degree with 45 credit hours in early childhood education OR A State of Arizona Provisional/Standard Teaching Certificate in one of the following: Early Childhood Education, Early Childhood Special Education, Elementary Education OR A State of Arizona Early Childhood Education Endorsement.	Meets Level 1, 2, 3 & 4 requirements and fulfills <u>at least one</u> of the following requirements: A Master's degree in ECE or child development OR A Master's degree with 18 graduate level credit hours in early childhood education OR A Doctorate in ECE or child development OR A Doctorate with 30 graduate level credit hours in early childhood education or a related field.

Currently, the Associate's degrees (A.A.) offered by some community colleges articulate to Arizona's three public universities' Bachelor's degree programs through a statewide articulation system known as Arizona General Education Curriculum (AGEC). Thus, Arizona has an articulated progression of degrees. However, this degree progression does not effectively meet the EC system's needs. Traditional A.A. degrees focus on general education classes and do not require substantial EC coursework, and despite AGEC, full alignment is missing among and between community colleges and universities. As an alternative to the traditional degree progression, Arizona EC educators historically opt for two degree paths that do not provide a seamless progression to a four-year university. They either: 1) obtain a CDA unattached to college credit; or, 2) obtain an Associate's of Applied Science (A.A.S.) in EC education, which is a career and technical degree that often incorporates CDA coursework but does not matriculate to state universities. In many cases, students who enter these degree tracks are unaware their coursework includes classes that do not articulate to a four-year degree.

To provide a seamless, statewide progression of credentials and degrees that align to the WKCF, the PDWG and institutions of higher education are developing a new associate's degree to be adopted statewide (Goal 5.2.1). The new degree, an Associate's of Arts in EC Education (AAECE), will align with the WKCF and fulfill both the requirements for the CDA and the

AGEC. The AAECE will provide an opportunity for EC scholars to access EC coursework early in their degree programs, and have that coursework embedded within a degree that would transfer as a "package" among community colleges and to the three state universities, providing a way to transfer without losing college credit. The AAECE degree will be piloted in 2014 in three community colleges in conjunction with one state university. Planning for expansion to other institutions of higher education will continue in 2014 and beyond. The engagement of institutions of higher education related to WKCF and letters of support (Appendix H) demonstrate the backing for enhancement of the statewide progression of degrees and credentials.

Additionally, the PDWG is researching the feasibility of adopting or developing a Prior Learning Assessment (PLA) that would allow EC educators who successfully pass the assessment to receive college credit for existing knowledge. Such an assessment would provide an opportunity for EC educators to demonstrate their knowledge and avoid investing in college courses that would not extend their expertise. It also serves as objective feedback to EC educators about their knowledge and skills. The assessment could also help ease students into higher education, promote more intentional and continuous use of PD opportunities, and encourage EC educators to further their knowledge and skills. By December 2013, the PDWG will make a recommendation whether to adopt or develop a PLA that aligns with the WKCF.

In conjunction with the WKCF, Arizona will use RTT-ELC funds to develop competencies for PD providers and Technical Assistance (TA) providers so that all PD and TA across the EC system in Arizona has confirmed alignment with the WKCF and is delivered in accordance with common professional standards that ensure EC educators are receiving the highest quality PD and support, no matter where or how PD and TA are accessed. The Quality First Academy described in Section C is one important PD delivery mechanism that will offer PD curriculum aligned with WKCF designed to support coaches, mentors, and other EC TA providers. Those providers will meet the PD and TA competencies when they work with ELDPs enrolled in TQRIS (Goal 5.1.1).

The Arizona statewide PD website and registry (Goal 5.4) described in Section (D)(2) will provide a centralized location where the WKCF and PD and TA provider competencies are always accessible, along with information about how to align PD opportunities with the competencies.

(D)(1) High Quality Plan. By June 2014, the PDWG will complete the WKCF (the Competencies, Career Lattice and PD and Technical Assistance Provider Competencies). The activities in the High Quality Plan focus on the implementation of the Framework and include:

Goal 5.1	By September 2015, the Arizona PDWG will implement the Arizona WKFC, Arizona PD and Technical Assistance Provider Competencies, and the Arizona Career Lattice

RTT-ELC funds will support the WFKC work and provide resources to ensure the framework is widely distributed and used (Goal 5.1). Arizona is especially interested in implementing WFKC, PD and TA Provider Competencies, and Arizona Career Lattice in Targeted High Need Regions where the need to access PD services is high. An assessment tool to measure individual levels of competencies will be in place.

Subgoal	Activities
5.1.1.	5.1.1 By June 2014, Arizona PD Workgroup will develop the Arizona PD and TA Provider Competencies
	Implement WKCF, Career Lattice, and AZ PD and TA Provider dissemination plan and integration plan, especially in Targeted High Need Regions
	Measure individual levels of competencies using PLA

Table D-iii: Timeline and Milestones: TA Provider Competencies

	Year 1				Year 2				Year 3				Year 4			
	Quarter				Quarter				Quarter				Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Develop and implement the WKCF dissemination and integration plan	X	X														
Develop AZ PD TA Competencies	X	X	X													
Align AZ PD TA Competencies with TQRIS curriculum and standards	X	X	X													
Align community-based PD to career lattice		X	X	X	X											
Utilizing the recommendation from the PDWG, develop or adopt a PLA aligned with the WKCF and career lattice	X	X	X	X	X											
Implement PLA in Targeted High Need Regions					X	X	X	X	X	X	X	X	X	X	X	X
Promote WKCF, Career Lattice,						X	X	X	X	X	X	X	X	X	X	X

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
and AZ PD TA Competencies in Targeted High Need Regions																
Align college coursework to WKCF, Career Lattice		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	PDWG, PD System Specialist, participating institutions of higher education
Financial Resources Section A	Building Arizona EC PD System: System Framework and Two-Year Strategic Plan (ECDH and BUILD, 2012)
Supporting Evidence	Types of materials developed Completion of the AZ PD TA Provider Competencies # of colleges/universities who have aligned their coursework to WKCF
Key performance measures	Types of materials developed Completion of the AZ PD TA Provider Competencies # of colleges/universities who have aligned their coursework to WKCF
How will this goal meet the needs of different types of Learning and Development Programs?	ELDPs in High Need Regions benefit from college coursework, PD and coaching/TA aligned to the WKCF, which is clear about the knowledge, skills, and attitudes needed to become an EC educator; the Career Lattice provides a clear credentials, degree and career pathway.
How will this goal meet the needs of Children with High Needs in high need areas?	High quality EC educators with knowledge and skills aligned with the WKCF will impact child outcomes for Children with High Needs in Targeted High Need Regions
Selection Criterion Addressed	(D)(1), Absolute Priority
Cross-reference to other projects/goals	(D)(2), section B

Goal 5.2	By June 2015, the Arizona PD Workgroup will align and implement a streamlined progression of EC degrees and credentials aligned with the Arizona WKCF, Arizona PD and TA Provider Competencies, and Arizona Career Lattice

Institutions of higher education will develop a scope and sequence of courses at the CDA, Associate's, and Bachelor's degree levels aligned to the WKCF (with common names and course numbering) and advance the reformed degree program through the curriculum approval and adoption processes at each institution. Arizona will develop high-quality, culturally responsive,

curriculum materials including syllabi templates, lesson plans, case studies, learning activities, assignments, recommended readings, digital media (including course content to be delivered in person and online), and assessments and scoring rubrics. Faculty will identify core courses at all three levels that would be accepted for credit at any participating institution. Arizona will develop an Associate's of Arts in EC Education statewide. Arizona will also develop and implement an EC education degree pathway in a college in a Targeted High Need Region comprised of Indian lands.

Subgoal	Activities
5.2.1.	By June 2017, Arizona will develop an Associate's of Arts in EC Education statewide
5.2.2.	By June 2017, Arizona will develop and implement an EC education degree pathway in a college in a targeted high need tribal region.

Table D-iv: Timeline and Milestones: EC Degrees

	Year 1				Year 2				Year 3				Year 4			
	Quarter				Quarter				Quarter				Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Develop a plan for piloting the AAECE at community colleges and a public university	X	X														
Implement in Targeted High Need Regions, including High Need Region on Indian lands			X	X	X	X	X	X	X	X						
Develop a plan for piloting the AAECE at community colleges statewide.	X	X	X	X	X	X	X	X								
Develop a scope and sequence of courses at the CDA, Associate's, and Bachelor's degree levels aligned to the WKCF, Arizona PD and TA Provider Competencies, and Career Lattice			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Articulate an EC education degree pathway progression	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Implement an EC education degree pathway in a college in a Targeted High Need Region comprised of Indian lands			X	X	X	X	X	X	X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	PDWG, participating institutions of higher education

Financial Resources Section A	A total of $==7,954,000== in four years: $==2,026,000== in Year 1, $==1,976,000== in Year 2, $1,976,000 in Year 3, $==1,976,000== in Year 4.
Supporting Evidence	Building Arizona EC PD System: System Framework and Two-Year Strategic Plan (ECDH and BUILD, 2012)
Key performance measures	# of institutes of higher education with degree coursework aligned with WKCF Documentation of statewide seamless credentials and degree pathway # of institutes of higher education offering AAECE # of articulation agreements in place
How will this goal meet the needs of different types of Learning and Development Programs?	EC educators in ELDPs will have a seamless, streamlined degree pathway aligned with the WKCF for obtaining their AA in ECE, and are able to continue on to a BA degree. X
How will this goal meet the needs of Children with High Needs in high need areas?	Highly qualified EC educators with knowledge and skills aligned with the WKCF will impact child outcomes for Children with High Needs in Targeted High Need Regions.
Selection Criterion Addressed	(D)(1), Absolute Priority
Cross-reference to other projects/goals	(D)(1) and (D)(2)

(D)(2) Supporting EC Educators in improving their knowledge, skills, and abilities.
Research indicates that the quality of an early care and education program is dependent upon the educational level and experience of the classroom teacher or provider. According to a 2000 National Academy of Sciences study, higher educational attainment for EC professionals has a positive impact on EC achievement (Bowman, Donovan & Burns, 2000). Many Arizona EC educators, like those across the country, lack the education to fully support children to be prepared for success in kindergarten and beyond. The minimum educational levels set by the Arizona Department of Health Services licensing requirements are that an EC educator must be 18 years old, have a high school diploma or the equivalent, and have six months experience in providing childcare. State policies lag behind the science of what constitutes high quality teacher preparation and many EC educators have no specific training or college coursework in EC development or teaching practices.

To address this serious problem, the State of Arizona has planned a PD system to support the development of the knowledge, skills, attitudes, certificates, and credentials needed by EC

professionals who work with all young children, including Children with High Needs. The PD system includes:

1. Early learning guidelines/standards that delineate the important developmental milestones of children ages birth to age five (Appendix D);

2. Program Guidelines for ELDPs that span ages birth to five ().

3. The Arizona WKCF aligned with PD opportunities and higher education coursework across educational institution across the state (Appendix P).

4. A professional Career Lattice that delineates a clearly identified career pathway (Appendix P);

5. An EC Workforce Registry;

6. A coordinated and integrated system of PD that includes coaching and mentoring;

7. Policies and incentives to promote PD.

Some components of the system are planned or already in place and described in other sections of this proposal. This section focuses on items #5, #6 and #7 from the list of strategies presented above. RTT-ELC funding will allow Arizona to expand opportunities to provide incentives for EC educators to pursue further education. It will also allow Arizona to provide expanded PD in the Targeted High Need Regions. This High Quality Plan is built upon the implementation of PD strategies that have been successful in similar communities around the State and across the country. It contains four primary components: 1) Communities of Practice; 2) Support for EC educators pursuing higher education; 3) Support through coaching and mentoring through the Quality First Academy; and, 4) Support through an implementation of the Shared Services Alliance Model, a pilot in a Targeted High Need Region.

The following description of the Arizona High Quality PD Plan is organized differently than the rest of this document. Each initiative in the plan will be: 1) Integrated and aligned around the WKCF (D)(2)(a)(1); (2) Tightly linked with PD that includes coaching and mentoring (D)(2)(a)(2); and, (3) Supported by strong evidence (D)(2)(a)(3). This section describes the PD plan by component, rather than criteria, and integrates the criteria into each description.

(D)(1) High Quality Plan

EC Workforce Registry. The development of an EC Workforce Registry began in 2012 as a part of the work of the PDWG. The Registry, an information system for the EC workforce, will provide an online, digital website for EC educators to build a verifiable profile of education, certification, training, and employment that will assist participants, employers, and regulatory and accrediting agencies. The Registry will support the development and implementation of high quality PD throughout the state and in the Targeted High Need Regions. It will provide accessible data to track trends in workforce development that can assist government administrators, policymakers, and leaders of institutes of higher education in answering important questions about the EC workforce.

Specifically, the EC Workforce Registry will:
- Allow state agencies to streamline regulatory functions, reduce redundancy, increase data quality and accuracy, and reduce costs associated with regulatory functions;
- Document and track qualifications to ensure EC educators meet educational and credential requirements;
- Help understand workforce trends;
- Support PD of the EC workforce; and,
- Monitor the effectiveness of investments in EC workforce programs.
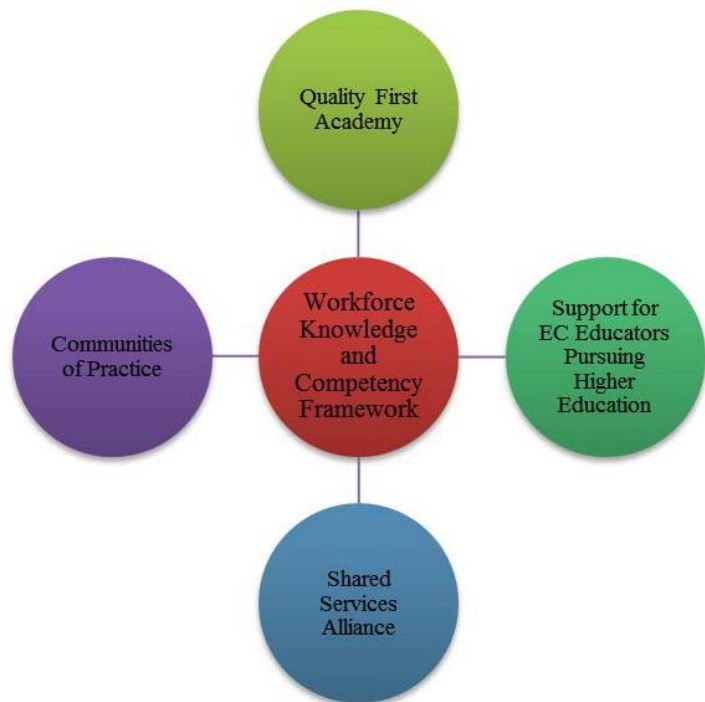
Arizona has dedicated federal funds from the State Advisory Council (SAC) grant to support the planning and development of the registry. Arizona will use RTTT-ELC funds to develop cross-agency, cross-sector policies and agreements for collecting and using data for a variety of administrative and regulatory functions. Funds will be used to operate the registry during the four years of the grant as Arizona seeks sustainability funds for the registry through public and private funding sources.

Communities of Practice. Communities of Practice (CoP), which are based on theories of situated social practice (Lave & Wenger, 1991), are teaching communities in which practitioners study a specific area of knowledge, practice, or set of competencies over a period. In EC, CoPs provide opportunities for ongoing learning, collaborative reflection, and inquiry through a practice-related dialogue and supplemental product and tool development (Wesley & Buysse, 2001). CoP structures may result in the most flexibility and power in terms of the emphasis on the community as a way to build relationships among people rather than just as a collection of people. CoPs come to be in order to sustain relationships and to improve practice. They also emerge in order to overcome professional development barriers. For example, CoPs can lessen the isolated nature of providing services, enhance the relationship between research and practice, explain and add clarity to poorly stated theories and aid in adopting/adapting certain interventions and/or practices, and lastly, through discussions help to bring a deeper understand to what determines best or recommended practices in communities or areas of work

The benefits of CoPs have been documented (Liebler, 2005; Millen, Fontaine, & Muller, 2002; Saint-Onge & Wallace, 2003). The benefits of participating in a CoP include access to expertise across organizations, support for practitioners to learn in-depth knowledge on a professional area, the development of practitioner skills and competencies, opportunities to experience challenges, and improved professional practice. CoP structures may result in the most flexibility and power in terms of the emphasis on the community as a way to build relationships among people rather than just as a collection of people. CoPs come to be in order to sustain relationships and to improve practice. They also emerge in order to overcome professional development barriers. For example, CoPs can lessen the isolated nature of providing services, enhance the relationship between research and practice, explain and add clarity to poorly stated theories and aid in adopting/adapting certain interventions and/or practices, and lastly, through discussions help to bring a deeper understand to what determines best or recommended practices

in communities or areas of work.

The CoP implemented in Targeted High Need Regions will be an expansion of the United Way of Tucson and Southern Arizona's (UWTSA) Great Expectations for Teachers, Children, and Families (Great Expectations Communities of Practice Model. It is a comprehensive PD continuum initiated in Pima County, Arizona in 2009 and currently supports about 1500 EC educators. Developmentally Appropriate Practice, Cognitive Coaching, Evidenced-Based Practice, Systems Thinking, and Evaluation are the underlying foundation of the work and with a focus on improving educators' ability to provide intentional, sustained and intensive instructional support to strengthen children's learning. Great Expectations Great Expectations has 10 Communities of Practice (CoP) that work together to create a regional PD system tied to college credit. The goal of the work is to build a new early childhood professional development system. Thus, each CoP focuses on building a new specific piece of the system or focuses on strengthening a piece of the existing system. One of the topics includes increasing the capacity and quality of infant-toddler care. CoPs are led by local early childhood experts who implement nationally recognized, research-based curricula and/or design and provide cohort-based, topic specific, hands-on learning opportunities over a full year or academic semester. The resulting system will create early education pathways for those with limited credentials in EC education as well as to those with extensive EC education expertise.

CoP will facilitate easily accessible PD pathways tied to college credit throughout all of the Targeted High Need Regions. Monthly Communities of Practice coordinator meetings are a key mechanism to sustain the interconnectedness of members to ensure that the members facilitate the change process across the system, to share implementation ideas, as well as for communicating successes, challenges and solutions.

CoP will facilitate easily accessible PD pathways tied to college credit throughout all of the Targeted High Need Regions. Monthly Communities of Practice coordinator meetings are a key mechanism to sustain the interconnectedness of members to ensure that the members facilitate the change process across the system, to share implementation ideas, as well as for communicating successes, challenges and solutions.

Arizona will use RTTT-ELC funds to implement a CoP in each of the Targeted High Need Regions. Funds will be used for planning and development including needs assessments, infrastructure and curriculum development, evaluation, and to support implementation of the

CoPs.

Support for EC Educators Pursuing Higher Education. For many EC educators living in Arizona PD is difficult to achieve. It is especially hard for those who have limited prior educational attainment and limited access to college enrollment. According to a statewide study of EC educators, many Arizona EC educators comprise a high-need population that regularly have barriers to degree completion, such as competing work or family responsibilities, poor academic preparation, being the first person in their family to enter college, transportation to PD programs and the lack of financial aid to support their studies. (Ciyer, Nagasawa, Swadner, & Patet (2010). In Arizona, the substantial majority of EC educators serving Children with High Needs is from the same population and regularly encounters these barriers to enrolling in college and completing EC degree programs.

The PD High Quality Plan includes two primary coaching/mentoring provisions for EC educators pursuing higher education: 1) Coaching and mentoring for students pursuing an Associate's degree; and 2) Embedded math tutors to assist with math requirements.

Support for EC educators pursuing higher education will be a replication of The Center for EC Studies at Pima Community College (PCC). This program is currently a CoP under Great

Expectations. Creating Pathways from Associate's to Bachelor's Degrees provides dedicated campus mentors who provide information about degree pathways, relevant scholarship programs, and options for transfer to Bachelor degree programs. With specialized knowledge in reducing barriers for students pursuing degrees, mentors provide support, encouragement, and assistance to EC

Figure D-v. Center for Early Childhood Studies at Pima Community College Degrees and Certificates Awarded

students. PCC has seen a consistent rise in the number of EC students receiving a CDA or an Associate's degree (Figure D-4) when mentors and math tutors were both involved (United Way of Tucson and Southern Arizona, 2011).
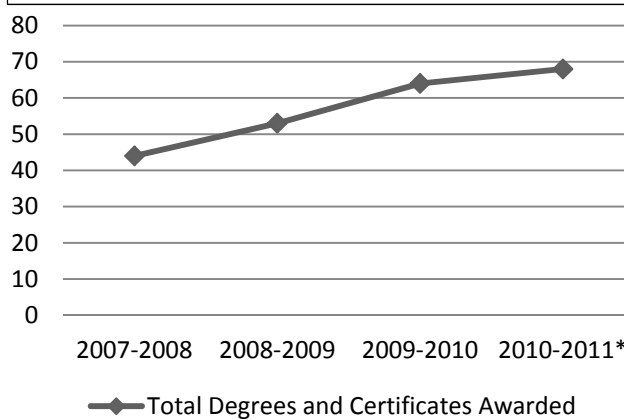
Support for EC Educators Pursuing Higher Education with Math Education

Requirements. A key barrier to successful degree completion for students is often their difficulty with completing rigorous general education requirements, especially math. To overcome this barrier, the Creating Pathways from Associate's to Bachelor's Degrees Community of Practice at Pima Community College (PCC) embedded tutors in the math classes students were taking and provided supplemental instruction when students struggled with consistent access to math tutors. In the first semester of the embedded tutoring program, 100% of EC educators passed their general education math class. The program has influenced degree completion rates as well. Prior to start-up, PCC awarded an average of 11 Associate's degrees in EC. Graduation data for school year 2010–2011 (Pima Community College, 2010) indicated 27 EC educators graduated from PCC in school year 2010–2011, a 250% increase from the year before the program started. Math tutors will be funded through ETT-ELC to promote successful progress in degree pathways in colleges located in Targeted High Need Regions.

Arizona Quality First Academy. The purpose of the developed WKCF was to align PD opportunities across the state. TQRIS participants receive support from coaches and consultants who assist ELDPs to achieve and maintain quality through training and technical assistance, mentoring, guidance on classroom management, curriculum, family involvement, and administration as well as the use of financial incentives to increase quality rating score on the TQRIS (see sections (B)(1), (C)(1)). Coaches and consultants assist EC educators with implementing best practices and understanding the requirements in health, nutrition, and safety including injury and illness prevention, nutrition and physical activity, immunizations, managing difficult behaviors (such as tantrums, biting, naptime issues, etc.) and supporting children with special needs, among others.

The WKCF competencies form the foundation of the Academy that will provide a coordinated and integrated delivery of PD targeted to coaches and consultants providing professional services to TQRIS programs. By 2014, the AZQFA will develop courses and training opportunities based upon the WKCF and PD and TA Competencies (See section (C)(4) for further details).

EC Shared Service Alliances. Arizona will pilot the implementation of a community-based Shared Service Alliance (SSA) Model comprised of ELDPs working together to share resources, best practices, administrative tasks and other common needs in streamlined and efficient ways. SSA's have been shown to improve the skills of EC program administration and

provide administrative support for EDLPs (Munn, 2004). The business component of an managing an ELDP includes many functions including recruiting, hiring and supervising staff, developing and managing a budget, accounting and record keeping, ordering supplies and food, facility management, marketing, complying with regulations, program planning and implementation, as well as working with parents and children and dealing with regulators. Many administrators do not have the necessary experience in the business aspects of the job. Add to this the increasingly complex funding and financing of child care and a lack of high quality, concentrated business training for child care directors. These problems highlight the need for a variety of approaches to help stabilize the business side of child care.

Arizona proposes to implement the SSA Model in a rural Targeted High Needs Area of the state on a pilot basis with the potential of implementation across Arizona. Alliances enable ELDPs to join forces administratively to lower costs in business functions like payroll, benefits management, banking, janitorial, food services, insurance and purchasing as well as receive TQRIS services in a more effective way. These cost savings, when reinvested in improved wages and benefits, help to provide customers with a higher quality product or service and improving long-term financial strength. Similar to Communities of Practice, the model will assist ELDPs to become stronger and more financially sound and efficient.

D(2)(b) Implementing *effective policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated career pathway that is aligned with the WFCF in Arizona.* Arizona has implemented policies and incentives that support professional growth and career advancement while supporting the retention of teachers. The WFKC Career Lattice provides a clearly defined career pathway upon which EC educators advance. Current PD strategies to improve the quality of early learning programs (by increasing the skills, knowledge, and attitudes of early educators) include:

*T.E.A.C.H. Scholarships***.** Upon enrollment in TQRIS, ELDPs are provided T.E.A.C.H. scholarships. Center-based TQRIS ELDPs receive two scholarships and family child care homes receive one. During the FY 2013, 696 EC educators working on Indian lands and in rural and urban regions received scholarships for college coursework. Through FY2013, the state has provided almost $5.8 million in scholarships, and has allocated an additional $4 million in

FY2014.

Professional REWARD$. In an effort to attract and retain seasoned and gifted teachers of young children, Arizona has instituted a Professional REWARD$ program that offers compensation to reduce staff turnover. Award bonuses are between $300 and $2,000 per EC educator and are based on educational achievement, wages/salary, and number of hours worked per week, and the teacher's commitment to remain in their position. Through FY2013, Arizona has awarded more than $5 million in REWARDS$ to 4,907 individuals with an additional $1.8 million allocated during FY 2014.

To continue to encourage educational attainment and retention in the field, Arizona will substantially increase scholarship and wage enhancement financial support with existing state funds. Arizona has continually increased its commitment to invest heavily in EC PD. Between 2011 and 2013 Arizona doubled the number of EC educators participating in education through T.E.A.C.H. scholarships. Table D-vi indicates that 10% of EC educators in the state will be accessing higher education. Table D-vii indicates the total amount of PD investments made between 2009 and expected in FY2014

Table D-vi: Number of EC Incentive Awards per Year

	2011	2012	2013	2014
T.E.A.C.H. Scholarships	1,000	1,500	2,000	2,000*
REWARD$ awards	1,400	1,540	1,694	1,863

(*10% of EC Workforce)

Table D-vii: Arizona Investments in Workforce PD

PD Programs	FY2009 (expended funds)	FY2010 (expended funds)	FY2011 (expended funds)	FY2012 (budgeted funds)
T.E.A.C.H. scholarships	$96,997	$1,028,612	$1,094,721	$4,271,852
Other scholarships	$0	$65,724	$237,945	$1,435,420
Professional REWARD$	$0	$384,944	$1,057,200	$2,573,750
Community-based PD for early education professionals	$0	$1,362,042	$1,848,731	$2,775,924
Recruitment and coaching strategies*	$0	$530,733	$515,757	$1,208,989
Annual Totals	$96,997	$3,372,055	$4,754,354	$12,265,935

(D)(2) High Quality Plan. The activities in the High Quality Plan focus on supporting

EC Educators in improving their knowledge, skills, and abilities include:

Goal 5.3	By June 2017, Arizona will increase access to PD and degree programs for the EC workforce in targeted high need regions

Arizona will promote career advancement along the WKCF Career Lattice by creating

Communities of Practice in Targeted High Need Regions, by participating in piloting the EC

Shared Service Alliances model in a rural area, and awarding TEACH scholarships and

REWARD$ incentives. Arizona will develop the PD Registry and support EC educator

advancement and retention. A TA Center for the Registry is going to be set up in Year 2.

Number	Subgoals/Activities
5.3.1	By June 2017, the Arizona PD Workgroup will increase the number of EC educators with Child Development Associate Credentials, and Associate's and Bachelor's degrees in EC education in 4- targeted high need regions.
5.3.2	By June 2017, Arizona will provide on-campus dedicated mentors for ECE degree program scholars to promote successful progress in degree pathways in 4-targeted high need regions.
5.3.3	By June 2017, Arizona will increase access to PD for health-related early learning and development educators (child care health consultants, mental health consultants, and inclusion specialists) in four Targeted High Need regions.

Table D-viii: Timeline and Milestones: Promoting EC Degrees

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Develop and advertise info on a progression of degrees in EC	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Recruit participants for EC Shared Service Alliances model pilot in Targeted High Need Regions		X	X			X	X			X	X			X	X	
Hold meetings related to EC Shared Service Alliances model pilot in Targeted High Need Regions		X	X	X		X	X	X		X	X	X		X	X	
Promote EC degrees through EC Shared Service Alliances model pilot in Targeted High Need Regions			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Provide PD support to EC Shared Service Alliances model pilot in Targeted High Need Regions			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop Communities of Practice that are tied to college credit for Targeted High Need Regions			X				X				X				X	

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Identify EC experts who will work with Community of Practice Participants	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop reporting and data tracking mechanisms for Communities of Practice	X	X	X	X												
Provide PD opportunities to Communities of Practice tied to college credit			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Issue RFP to community college EC programs		X				X				X				X		
Award grants, colleges hire mentors and math tutors, and provide TA to mentors		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Community college grantees submit progress reports					X				X				X			
Identify and provide PD to health-related early learning and development educators in Targeted High Need Regions		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Send applications for T.E.A.C.H. and REWARD$ to all providers in Targeted High Need Regions	X				X				X				X			
Determine eligibility and provide award incentives	X				X				X				X			

Parties Responsible and Key Personnel Assigned	PDWG, institutions of higher education, ADE, ECDH
Financial Resources Section A	A total of $7,954,000 in four years: $2,026,000 in Year 1, $1,976,000 in Year 2, $1,976,000 in Year 3, $1,976,000 in Year 4.
Supporting Evidence	Building Arizona EC PD System: System Framework and Two-Year Strategic Plan (ECDH and BUILD, 2012)
Key performance measures	# of institutions of higher education that are aligned with WKCF in Targeted High Need Regions # of EC educators progressing to a higher level of credentials in Targeted High Need Regions # of educators supported by T.E.A.C.H. scholarships in Targeted High Need Regions # of Communities of Practice in Targeted High Need Regions # of EC educators participating in Communities of Practice in Targeted High Need Regions # of EC educators taking classes for college credit in Targeted High Need Regions

	# of ED educators supported by mentors and math tutors
How will this goal meet the needs of different types of Learning and Development Programs?	ELDPs will have additional information, support and opportunities to eliminate barriers for EC educators to access PD and degree programs in Targeted High Need Regions that are aligned and linked to the WKCF
How will this goal meet the needs of Children with High Needs in high need areas?	Highly qualified EC educators will impact child outcomes for Children with High Needs in Targeted High Need Regions.
Selection Criterion Addressed	(D)(2), Absolute Priority
Cross-reference to other projects/goals	Grant sections: (D)(1), (E)(2)

Goal 5.4	By June 2014, the Arizona PD Workgroup will implement the Arizona EC Workforce Registry that aligns with the Arizona WKCF Framework.

Subgoal	**Activities**
5.4.1.	By June 2014, the Arizona PD Workgroup will establish access to data on the EC education workforce in the Arizona EC Workforce Registry for participating professionals, state agencies and programs statewide.

Table D-ix: Timeline and Milestones: Implementing the Workforce Registry

	Year 1				Year 2				Year 3				Year 4			
	Quarter				**Quarter**				**Quarter**				**Quarter**			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Finalize a work plan and a list of resources needed to support the last phase of development of the Workforce Registry	X															
Develop database specifications on what info will go to the registry		X														
Communicate requirements with Registry vendor		X														
Develop the Registry			X	X	X											
Hold meetings to have broad-based community input	X	X	X													
Provide modifications to the Registry based on feedback		X	X	X												
Enroll EC workforce in the Registry (Targeted High Need					X	X	X	X	X	X	X	X	X	X	X	X

	Year 1				Year 2				Year 3				Year 4			
	Quarter				Quarter				Quarter				Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Regions in year 2, all in Years 2-4)																
Develop a process for approving PD and credentials	X	X	X	X	X											
Education about the Registry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Monitor the development of approving trainers					X	X	X	X	X	X	X	X	X	X	X	X
Monitor the development of a system of Career Lattice verification					X	X	X	X	X	X	X	X	X	X	X	X
Develop a TA center to facilitate Registry use					X	X	X	X	X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	DES, ACDH, Interagency Directors' Coordinating Council; RTTT Grant Management Advisory Taskforce, ADE, State Head Start Collaboration Office, Implementation Team, DHS, Arizona Child Care Association (to pilot the Shared Services Model) in Targeted High Need Regions
Financial Resources Section A	A total of $7,954,000 in four years: $2,026,000 in Year 1, $1,976,000 in Year 2, $1,976,000 in Year 3, $1,976,000 in Year 4.
Supporting Evidence	Building Arizona EC PD System: System Framework and Two-Year Strategic Plan (ECDH and BUILD, 2012)
Key performance measures	# of EC educators applying for inclusion in the registry # of educators who are registered in the registry # of EC educator progressing through the career lattice # of EC educators by type by level of the career lattice Improved analytics on usage of the PD website and registry
How will this goal meet the needs of different types of Learning and Development Programs?	ELDPs will have a one centralized location where they document all of their PD experiences and credentials and access information on PD opportunities. ELDP administration will have access aggregate data on EC educators employed in their program.
How will this goal meet the needs of Children with High Needs in high need areas?	EC educators PD opportunities that enhance their skills working with young children
Selection Criterion Addressed	(D)(2) and D(1), Absolute Priority
Cross-reference to other projects/goals	Grant sections: (E)(2)

Performance Measures for (D)(2)(d)(1): Increasing the number of EC Educators receiving credentials from postsecondary institutions and PD providers with programs that are aligned to the Workforce Knowledge and Competency Framework

2013	Baseline (Today)	Target - end of calendar year 2014	Target - end of calendar year 2015	Target - end of calendar year 2016	Target – end of calendar year 2017
Total number of "aligned" institutions and providers	18 old* 0 new	18 old* 2 new	5 new*	14 new*	23 new*
Total number of EC Educators credentialed by an "aligned" institution or provider	634	634 old 70 new	175 new	490 new	805 new

[Please indicate whether baseline data are actual or estimated and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice. If baseline data are not currently available please describe in your High-Quality Plan in your narrative how and when you will have baseline data available.]

*Arizona is in the final stage of a revision of the WKCF. Data in this table reflect institution of higher education using the prior WKCF ("old") and those that will align with the revised WKCF ("new"). Effective calendar year 2015, only projected data for institutions aligned with the revised WKCF is shown.

Data collection methodology:
Statewide data on the number of EC educators receiving credentials from post-secondary institutions and PD providers do not exist. Therefore, the data reported here includes what could be collected by contacting the state's institution of higher education by e-mail and/or phone. Responses were received from 23 post-secondary institutions. For four-year universities, the data reflect the number of graduates for each credential-eligible degree; however, credentials are awarded by the Arizona Department of Education rather than post-secondary institutions.

Target setting logic:
Number of aligned institutions and providers.
During Grant Year 2014 AZ will begin aligning post-secondary and PD programs with the NEW WKCF (refer to high quality plan) so the baseline has been set at 0 and the target increase for year 1 is 0. By 2017AZ anticipates having 100% of the state's community colleges and universities and three of the state's private universities aligned with the WKCF. The 20/60/20 variation of the Pareto Principle (http://www.fluent-time-management.com/pareto-principle.html) was used to determine the target increases for the 23 institutions data was collected on. This means that in year 2, 20% of the 23 institutions will be aligned, in year 3, 60%

will be aligned and in year 4, the last 20% will be aligned to attain 100% alignment.

Due to the magnitude of PD providers from within and outside of AZ offering PD, the forthcoming requirement for PD providers to meet eligibility requirements for participating in the state registry, and utilizing the Pareto Principle it is anticipated that 80% of PD providers will be aligned with the WKCF by 2017 with the goal of having 100% of PD providers in the state aligned with the WKCF by 2021.

Number of EC Educators credentialed by an "aligned" institution or provider.
AZ anticipates the total number of credentialed EC Educators holding steady during Year 1 (2014) planning and scale-up of RTT-ELC funded projects. State targets are based on the following model: Year 2 (2015) 10 percent increase; Year 3 (2016) 15 percent increase; Year 4 (2017) 20 percent increase. These targets are in line with increasing numbers of T.E.A.C.H. and REWARD$ participants.

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of EC Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Baseline and Annual Targets -- Number and percentage of EC Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
	Baseline (Today)		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**		**Target- end of calendar year 2016**		**Target- end of calendar year 2017**	
2013	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Credential Type 1 *Specify: Child Development Associate — Preschool*	280	2%	308	2.5	339	2.7	373	2.9	410	3.1
Credential Type 2 *Specify: Child Development Associate — Infant/toddler*	90	0.73	99	0.8	109	0.9	120	0.9	132	1.0
Credential Type 3 *Specify: Child Development Associate — Family Child Care*	18	0.15	20	0.2	22	0.2	24	0.2	26.	0.2
Credential Type 4	7	0.06	8	0.1	9	0.1	9	0.1	10	0.1

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of EC Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Baseline and Annual Targets -- Number and percentage of EC Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
	Baseline (Today)		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**		**Target- end of calendar year 2016**		**Target- end of calendar year 2017**	
2013	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Specify: Child Development Associate — Home Visitor										
Credential Type 5 *Specify: Provisional EC Education: Birth through Age 8 or Grade 3.*	1041	8.47	1145	9.1	1260	9.9	1386	10.6	1524	11.5
Credential Type 6 *Specify: Provisional EC Special Education : Birth through 5 years*	94	0.77	103	0.8	114	0.9	125	1.0	138	1.0
Credential Type 7 *Specify: Reciprocal Provisional EC Education: Birth through Age 8 or Grade 3*	190	1.55	209	1.7	230	1.8	253	1.9	278	2.1
Credential Type 8 *Specify: Reciprocal Provisional EC Special Education: Birth through 5 years*	43	0.35	47	0.4	52	0.4	57	0.4	63	0.5
Credential Type 9 **Specify:** *Standard EC Education:*	809	6.59	890	7.1	979	7.7	1077	8.3	1184	8.9

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of EC Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Baseline and Annual Targets -- Number and percentage of EC Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
	Baseline (Today)		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**		**Target- end of calendar year 2016**		**Target- end of calendar year 2017**	
2013	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Birth through Age 8 or Grade 3										
Credential Type 10 Specify: *Standard EC Special Education: Birth through 5 years*	657	5.35	723	5.8	795	6.2	874	6.7	962	7.2

Include a row for each credential in the State's proposed progression of credentials, customize the labeling of the credentials, and indicate the highest and lowest credential.
[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information.]

In this table we provided data using 12,284 as the baseline number of educators in the workforce, with a 2% increase each year. A 10% increase is projected across the board given an increased amount of investments from 2014-2017. Baseline data were obtained from the data sources below.

Credential Type 1-4
Council for Professional Recognition (the Council) data obtained via formal data request (10/9/2013):

Credential Type 5-10
Arizona Department of Education data obtained via AZ Department of Education (10/9/13):
1) Baseline data is based on actual numbers pulled from the State Educators Certification System at ADE. The baseline data numbers reflect all active number of certificates. Baseline percentages were percentage of the total number of Arizona workforce (N=12,284) assuming 2% increase in the total number of the workforce in each subsequent year.
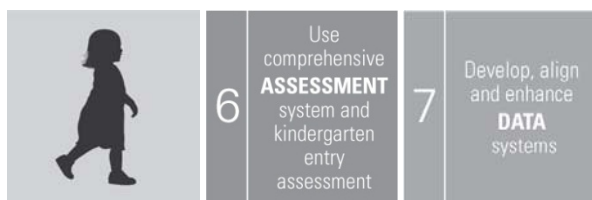
E. Measuring Outcomes and Progress

(E)(1) Understanding the status of children's learning and development at kindergarten entry. The State of Arizona is committed to improving and understanding students' health, educational, and developmental progress prior to beginning kindergarten and designing a kindergarten entry assessment (KEA), that measures what children know and can do at the time of kindergarten entry and can be used to inform instruction, engage families, and strengthen student achievement continuing through kindergarten on through high school graduation. The state views assessment of children, particularly at kindergarten entry, as a key component of the state's efforts to effectively support children's learning in kindergarten and beyond. Arizona has already taken several steps to set the stage to adopt and implement a successful KEA. The RTT-ELC will be an impetus to capitalize on the work that has already been completed to support our state's efforts to implement a KEA by 2017. This proposal first describes the work that has been done to set the stage for the KEA, outlines the options and considerations the state will consider in making decisions about the KEA, and provides a plan for implementation of the KEA.

In terms of measures prior and up to kindergarten entry, in 2011, the Arizona Early Childhood Development and Health Board (ECDH) adopted 10 School Readiness Indicators. These include health, development, and education measures for children from birth to school entry, which are explicitly designed to be used to evaluate Arizona's progress on eliminating disparities in child outcomes and closing the readiness gap for Children with High Needs (ECDH, 2011e) (Attachment C). The first of those ten indicators is a kindergarten entry assessment across the five domains of school readiness. This indicator can be used in conjunction with the other nine indicators (most measuring child development in the years prior to kindergarten entry) to inform how Arizona can improve school readiness through taking action in the years preceding kindergarten. The KEA is essential for examining differences in what children know and can do by different background characteristics (e.g. race, ethnicity, culture, language, identified disabilities or special needs, geographic location, parental education, participation in different early learning programs and services) in order to determine where there is a particular need for additional attention in the early learning years, particularly in closing gaps for children with high needs.

This KEA also will be used to inform instruction and activities in the early elementary years, providing teachers and schools with a more holistic look at children and their development across the five domains of learning. The Arizona State Board of Education adopted Arizona's College and Career Ready Standards in 2010, and together with standards in other content areas, they comprise the Arizona K-12 Academic Standards. Currently students in grades 3 through 8, and 10 take the Arizona Instrument to Measure Standards (AIMS), a criterion-referenced assessment designed to determine how well students' are meeting the Arizona Academic Standards. Arizona has been integrally involved in the development of a common grades 3-12 assessment as a member of the Partnership for Assessment of Readiness for College and Careers (PARCC). The Arizona State Board of Education will consider adopting the assessment in place of AIMS upon completion. The KEA itself will provide additional information for determining how students with different experiences and skills at the time of school entry can progress to be successful on these academic measures.

The state has adopted policies that increase the need for teachers to identify children's strengths and weaknesses very early in order to provide effective instruction in kindergarten. Currently, comprehensive education reform legislation enacted in 2010, "Move on When Reading" (ARS §15-701(A)(2)) makes this KEA even more important. Move on When Reading requires children to pass a standardized third grade reading assessment in order to be promoted to the fourth grade (there are good cause exemptions for certain Children with High Needs, (i.e., children with specific disabilities and English language learners). This current school year, 2013-2014, is the first year when third grade students may be retained if their assessment score falls "far below" grade level, and based on trend data, it is estimated that 1502 students will be retained in third grade due to the legislation. It is clear that a KEA is needed in order to support teachers' efforts to support children's success in meeting the requirements of Move on When Reading.

Move on When Reading, Arizona's College and Career Ready Standards and an assessment system based on the Arizona K-12 Academic Standards are key strategies in Governor Janice K. Brewer's comprehensive education reform plan (Arizona's Education Reform Plan, 2011). Arizona law also requires each public school district to administer ongoing diagnostic reading assessments to monitor student progress in K – 3. Currently grade-level assessments are developed or adopted at the district level and not standardized across districts

statewide. While the objective that all students are proficient in reading by the end of third grade establishes a critical new measurable bar for schools that is needed if children are to succeed in school, it does not in itself provide teachers and schools with the tools to achieve that bar – and particular how to motivate students (maintain their positive approaches to learning) and ensure they can succeed in an academic setting (have the social and emotional development to respond to complex instructions and work well with peers and with adults). Arizona recognizes that developing a comprehensive, formative assessment process that builds on information gathered at kindergarten entry and spans kindergarten through third grade will improve continuity across the grade span and significantly contribute to student achievement and success.

Finally, having recognized the need for a KEA, Arizona began a careful planning process to set the stage for the KEA early in 2013. Over the past year, the Arizona Department of Education (ADE), working in collaboration with the State Board of Education, ECDH and the Virginia G. Piper Charitable Trust have led efforts to move forward on developing and implementing a KEA, which once adopted in Arizona, will be called the Kindergarten Development Inventory (KDI). The partners convened a KDI Stakeholder Taskforce, an advisory board funded by the Piper Trust to help the state identify potential needs that the KEA can address and to raise issues that should be considered when planning for the KEA. The KDI Taskforce is a diverse group, including early childhood experts, K-12 administrators and teachers, (including those from schools on federally recognized Indian lands), policymakers, program directors, faculty from Arizona's higher education institutions and nonprofit executives from varied geographic communities across Arizona. The KDI Taskforce has completed a report that describes key considerations related to the instrument, PD that will be needed, and strategies for communicating with stakeholders. The Taskforce will continue to provide significant and beneficial input on the KEA instrumentation during the development process and will be able to provide communication with families, educators and stakeholders across the state.

Setting the Stage through a Multi-state Consortium. In addition to these within-state efforts to set the stage for a KEA, Arizona also joined a consortium of 10 states to enhance a formative assessment of the Essential Domains of School Readiness. The goal of the consortium is to develop a formative assessment system that begins with a KEA and continues into third grade. This consortium (North Carolina, Arizona, Delaware, District of Columbia, Iowa, Maine, North Dakota, Oregon, and Rhode Island, and South Carolina as a collaborating state) is

supported by three research partners (SRI International, the BUILD Initiative, and Child Trends) and was recently awarded a $6.1 million grant from the U.S. Department of Education under the Enhanced Assessment Grant (EAG) Program. Arizona, as a member of the consortium, will have the opportunity to forge partnerships and relationships within and across partner states, and will use the knowledge gained through participation in the Consortium to guide decisions about the KEA and formative assessment for Arizona's students in kindergarten through third grade. This EAG grant is to enhance the K-3 formative assessment that North Carolina is developing under their RTT-ELC grant (referred to as the North Carolina Assessment or NCA). The enhanced K-3 assessment is referred to as the Enhanced Assessment for the Consortium (EAC) and where the discussion applies only to the KEA portion, it is referred to the EAC-KEA.

The consortium's theory of action sees assessment as a powerful tool for improving student outcomes. The overall purpose of the EAC assessment system is to provide information for teachers and students to guide instruction and learning - this primary purpose will guide the development of the assessment. The purpose of the KEA, the first assessment point in the continuous assessment system, is to provide teachers with information to improve instruction while providing families with information on children's skills and knowledge. Additionally, the KEA will also address the needs of other users including principals, district and regional administrators, state policymakers, and advocates, such as providing aggregate data to monitor trends across cohorts of children.

A guiding principle of the theory of action is that an assessment of young children must be developmentally appropriate to provide valid information for any audience. Observation-based assessments, which use regularly occurring classroom activities and products as evidence of what children know and are able to do, are consistent with recommended practices (NAEYC, 2003) and provide valid information for diverse learners, such as children with disabilities and English learners, because they provide children multiple ways to demonstrate competence (National Research Council, 2008). A KEA, which is useful in planning educational experiences that address children's needs throughout the school year, is limited in the ability to inform on-going teaching and learning because it is administered once at the beginning of the kindergarten year. Developing a formative assessment process that builds on information gathered at kindergarten entry and spans kindergarten through third grade will improve continuity across the grade span and significantly influence student achievement.

Arizona and other consortium states will be involved in all aspects of enhancing the assessment system by providing input and feedback and conducting stakeholder engagement activities in their state. Arizona has laid the groundwork for successful participation in and contribution toward development and implementation of a KEA. The purpose of the KEA will be to provide teachers with information to improve instruction in the kindergarten year and beyond; provide families with information on children's skills and knowledge so that they can participate in educational decisions; and inform the state's efforts to reduce the achievement gap prior to kindergarten entry by providing data that can be used generally to monitor trends across cohorts of children and identify strengths and gaps in services provided to children birth through age five.. Building on the on-going work related to assessment taking place within Arizona and the knowledge and work completed through the EAG Consortium, Arizona will follow all state procurement requirements in adopting or adapting a KEA that will fulfill all the requirements of the RTT-ELC for KEAs and make an important contribution to Arizona's efforts to improve both the services children receive prior to kindergarten and their educational experiences in kindergarten and beyond.

One feature that Arizona plans to stress is using the KEA to strengthen parent and family engagement in the process and, where possible, to draw upon the expertise of parents about their children's special abilities and skills. Arizona sees the KEA as a tool that teachers can use in communicating with parents and enlisting them as partners in their child's educational development. One advantage of a multi-dimensional KEA is that there almost always are positive features about a child's development to convey to parents and there also are opportunities for the parents to share information that the teacher does not necessarily observe in the classroom (particularly when the child is of a different cultural or language background than the teacher).

 (E)(1)(a) *KEA is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness.* (See Section C1 for a detailed description of the alignment of the ELDS). A guiding principle of the EAC is that improving student outcomes requires the alignment of standards, assessment, and instruction (Kagan & Kauerz, 2012)The first step of the consortium work is an analysis across the consortium states' ELDS (including Arizona's) for the year just before kindergarten. This analysis will lead to identification of a common set of essential standards using an evidence-centered design, which

verifies the alignment of standards, constructs, and assessment items. This approach ensures alignment to ELDS by focusing on the evidence (what an EC educator would have to see to know that a child has mastered a skill or competency) needed to determine the presence of a construct in the development of individual assessment items in the EAC-KEA. If Arizona adopts or adapts a different KEA instrument than the one designed through the Consortium, a thorough statewide process to ensure alignment with the AzELDS will be conducted prior to implementation of the KEA.

(E)(1)(b) *KEA is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities.* The consortium development process will ensure that the KEA will be a valid, reliable and appropriate assessment, ready for wide-scale administration by fall 2017. The development plan is iterative and incorporates multiple revision points based on stakeholder input, feedback from pilot-testing and rigorous psychometric analysis.

The approach to examining the validity of the EAC-KEA will be guided by a framework developed by Nichols, Meyers, and Burling (2009) for examining the validity of formative assessments. Two rounds of pilot testing will be done to confirm that the assessment measures what it was intended to measure, that the domains and their associated progressions measure one and only one factor, that average performance on the scale advances through the progressions, and that the points on the progressions progress in difficulty. Factor analyses will be used to evaluate each progression's fit within the five domains. Rasch scaling will be used to examine unidimensionality, effectiveness of the rating scale, and item difficulty. Score reliability will also be estimated using the Rasch metrics of person reliability, item reliability, and internal consistency. Item-person maps will be used to evaluate the density of items across the full performance continuum.

Information will be collected on gender, race/ethnicity, disability status, and English language status of students piloting the KEA to support analyses of differential item functioning. These analyses will provide information related to the claim that the items function the same for all types of children, e.g., English learners and English-speaking children of equal ability in a domain would be predicted to receive the same rating on learning progressions in that domain. To examine generalizability, reliability and validity will be compared across states, grade levels, and characteristics of teachers administering the assessment.

Online certification modules will be developed to assess inter-rater reliability among teachers and certify them as reliable to administer the EAC-KEA. To establish reliability, a teacher will view sets of documentation for different children for different learning progressions (movement over time toward mastering a skill or competency). Learning progressions extending below kindergarten and above third grade provides a range that recognizes and responds to the widely uneven development in young children. Teachers will be asked to locate the child's performance on the learning progression based on the documentation provided. These responses will be compared with master scores to compute reliability. Teachers who fail the reliability check will be given additional training and asked to retake the reliability check until they achieve sufficient agreement with master scores.

The consortium has determined they will fund two rounds of pilot testing in five of the 10 states, and the remaining consortium states are able to participate in the pilot testing if they have other funds to cover costs. There will be a minimum of 100 children for each level of the learning progression (range is before kindergarten through third grade) to provide for the computation of the Rasch statistics. Individual classrooms and students will be selected to provide diversity in the sample, including sufficient numbers of children with disabilities and children who are English learners. To ensure a large enough sample size for the proposed analyses, each of the five states will recruit four schools for the pilot test. There will be a minimum of 20 schools that will participate across the consortium (four schools in five states), and more schools will be added if additional states cover the costs. Specific components and activities such as assessment items, report formats, technology enhancements, PD materials and conducting more in-depth stakeholder engagement will be determined as the consortium work moves forward.

Particular emphasis in Arizona will be placed upon ensuring that the assessment recognizes the different languages and cultural values of students coming from different backgrounds. Arizona desires to participate in the pilot testing and will recruit a school in each of the four Targeted High Need Regions, which will provide diversity in the pilot test in urban, rural and Indian land areas of the state. Arizona proposes to use $100,000 of RTT-ELC funds to pay the cost of participating in the pilot test to ensure the EAC-KEA is field-tested in the state. If Arizona is selected by the consortium to participate in the pilot test using EAG funds, we will add the RTT-ELC funds budgeted for the pilot test to provide more PD for educators (see the

High-Quality Plan at the end of Section E1).

(E)(1)(c) *KEA is administered beginning no later than the start of the school year ending during the fourth year of the grant to children entering a public school kindergarten.* The EAC-KEA will be ready for implementation in September 2016. See Arizona's High-Quality Plan below for a more detailed implementation timeline.

(E)(1)(d) *KEA is reported to the Statewide Longitudinal Data System, and to the early learning date system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirement of federal, state, and local privacy laws.* The adopted KEA will produce scores in each of the Essential Domains of School Readiness that will be included in the Arizona State Longitudinal Data System (Arizona Data Driven Decision System (AzD^{3}S)) and ADE's Early Learning Data System (for public preschool and K-3 formative data). Domain scores and performance levels for the KEA in each of the five essential domains will be available in the web-based assessment data reporting system and data will be downloaded to the early learning data system and included in the AzD^{3}S. Data stored in all ADE systems, including the AzD^{3}S is subject to agency data privacy and security policies governing personally identifiable information held at ADE. Data governance policies are under the oversight and continuous review of the Arizona Data Governance Commission to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and 34 CFR Part 99. The KEA will comply with the Data Governance Commission requirements for data storage and access (Common Education Data Standards). Once incorporated into AzD^{3}S, assessment data will be available for inclusion in any number of internal (educator or parent/guardian) or public-facing displays or visualizations based on ADE's or Local Education Agencies' (LEA) desires or requirements. Internal reports are accessed via a LEA's own student information system. External reports are prepared for access via ADE's website.

(E)(1)(e) *KEA is funded, in significant part, with Federal or State resources other than those available under this grant.* The entire consortium K-3 assessment system, including KEA, will be available free of charge without a licensing fee to all Consortium states. This includes the development and contents of the assessment, the professional development (PD) materials, and the supporting technology. The costs to Arizona of implementing the EAC-KEA, if that assessment is adopted through a state required procurement process, falls into two categories: (a) setting up and maintaining a secure server to run the assessment system, store the

data, link the assessment data to the ADE early learning data system and connecting to AzD^{3}S; and, (b) providing teachers and administrators PD related to the administering the assessment and using data.

An additional strength of the consortium is that four states are current RTT-ELC grantees and bring their assessment-related RTT-ELC experiences to the consortium (NC, RI, and DE, and OR). All four states have been clear that participating in this consortium is not duplicative of their RTT-ELC work. If funded under this round of RTT-ELC, Arizona will work closely with the consortium and the federal project officers to ensure that efforts are not duplicated and resources from different grant programs are leveraged to maximize the impact on improved outcomes for children.

Arizona Public and Private Investment. More than $13 million of state funding has been designated by ECDH to implement Arizona's early learning data system and connect this data to AzD^{3}S. ADE and ECDH have been working closely with the Piper Trust in the development of this RTT-ELC proposal. The Trustees have reviewed the narrative proposal and budget (see Piper Trust letter in Attachment I). If awarded RTT-ELC funding, the Piper Trustees will formally consider an investment to cover the costs of PD for educators, families and stakeholders and ensure start-up costs are available for a successful statewide KEA. If awarded, during the 90-day budget review process we will secure final approval of the Piper Trust Board of Trustees.

While Arizona is very enthusiastic about the opportunity to participate in the development of the consortium EAC-KEA, state procurement law will require ADE to conduct a competitive procurement process to select a KEA for adoption, and the EAC-KEA will be able to be one of the assessments considered. In consideration of the cost range for a KEA that may be compared in a procurement process and ultimately be selected for implementation in Arizona, ongoing KEA assessment costs for the entire state are estimated to range from $1/child/year to $11/child/year (90,000 kindergarten children = $90,000 to $990,000 annually) depending on the assessment instrument(s) selected. This does not include costs for PD, covered by Piper Trust, or on-going costs toward maintenance of AzD^{3}S covered through other state funds. Arizona school districts already bear the costs of mandated reading kindergarten assessments. Further, most schools and districts already invest district funds in some form of kindergarten readiness or entry assessment. According to ADE school count data, Arizona has approximately 1,205 schools with

kindergarten classes. The average estimated costs to LEAs will range from $75 to $822 per school, an amount similarly invested in current kindergarten assessment tools, and easily sustained by districts and other LEAs. As the costs above are funded through other private and public sources, ADE will use the requested RTT-ELC funds of $2 million to: 1) develop data reports for teachers, LEAs and other users; 2) connect KEA data from a web-based assessment data reporting system to the early learning data system and the AzD^{3}S; 3) hire 1.0 FTE dedicated information technology staff for the KEA assessment data project; 4) provide training and technical assistance to LEA users on the KEA data system; and 5) fund Arizona's participation in the consortium's pilot testing of the EAC-KEA.

(E)(1) Arizona's High-Quality Plan. ADE, with support from Piper Trust and ECDH, will initiate the following High-Quality Plan to move the state from a conceptual framework to an achievable set of goals (Goal Area 6). All activities will be first implemented in Targeted High Needs Regions (KEA will be implemented statewide at a later stage). Among the reasons these four regions (Navajo Apache, Santa Cruz, South Phoenix, and San Carlos Apache) were chosen were low kindergarten reading scores, as reported by individual school districts in their regions. For example, only 15% of students entered kindergarten at grade level in Isaac School District (South Phoenix) (South Phoenix Regional Partnership Council, 2012). Only 23% of kindergarten students in the San Carlos Unified School District were at grade level according to their AIMSweb Assessment (San Carlos Apache Regional Council, 2012).

The implementation of the unified KEA aligned to K-3 standards will aid in system improvement and guide PD activities in these regions. In order to support schools in Targeted High Need Regions to successfully implement a KEA, two advance strategies will be executed to support the successful acceptance and implementation of Arizona's KEA (aligned with a K-3 formative assessment): 1) with financial support from Piper Trust, ADE will develop a community of practice model to increase understanding and application of the alignment of ELDS and Arizona K-3 Academic Standards among Head Start and TQRIS programs and schools in the Targeted High Need Regions; and 2) to ensure cultural responsivity in implementing the KEA for children living on federally recognized Indian lands, ADE and ECDH executive and senior leadership will convene a formal tribal consultation on the KEA.

The plan will also include strategies and support for assisting districts and other LEAs to address Move on When Reading requirements, and to strengthen teachers' understanding of how

to use KEA assessment data to inform instruction and collaborate with parents. The implementation plan will also articulate policies and procedures for storing data in AzD^{3}S and for sharing aggregate trend data with other participating state agencies; delineates how KEA results will inform instruction by providing immediate results to classroom teachers; how data will be shared with families, how reporting of aggregate data at population level will occur, and how data aligns with other Arizona K-12 system assessments; and, how data will be used to monitor progress on children entering kindergarten ready for school across all five domains of school readiness.

Goal # 6.2	6.2 By June 2017, Arizona will identify and implement a KEA tool that aligns to a K – 3 assessment system in school districts in Targeted High Need Regions.
High-Quality Plan: Key Subgoals/Activities	6.2.1 By June 2017, Arizona will increase the number of kindergarten teachers and administrators in Targeted High Need Regions that are proficient in using the KEA tool and the assessment data collected to inform teaching and student learning.

Goal #6.3	6.3 By June 2017, Arizona will identify and implement a K – 3 assessment system in school districts in targeted high need regions that aligns to the Arizona KEA.
High-Quality Plan: Key Subgoals/Activities [Add or subtract as needed]	6.3.1 By June 2017, Arizona will increase the number of K – 3 teachers and administrators in targeted high need regions that are proficient in using the Arizona K – 3 assessment system and the data collected to inform teaching and student learning.

Arizona will identify and implement a KEA tool that aligns to a K – 3 assessment system in school districts in Targeted High Need Regions. The activities will include comprehensive PD funded by Piper Trust for teachers, school district administrators, and site-level administrators.

Table E-i: Timeline and Milestones: Arizona's KEA

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Develop and implement community of practice model on the AzELDS and Arizona K-3 Academic Standards in the targeted high need areas where significant alignment can occur between Head Start and Quality First programs and school districts (readiness for KEA)..			X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Collaborate with ECDH executive and senior leadership to convene a formal tribal consultation on the KEA and K-3 assessment for children living on tribal lands and in targeted High Need Regions.		X														
3. Actively participate in the consortium standards alignment, and assessment development.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Participate in consortium pilot testing process for EAC-KEA.									X	X	X	X				
a. Select one school in each Targeted High Need Region to participate in the field testing and pilot study.									X	X	X	X				
b. Pilot test EAC-KEA in 2016 in four schools in Targeted High Need Regions.										X	X	X				
c. Conduct in-depth stakeholder engagement activities.								X	X	X	X	X	X	X	X	X
5. Procurement process for KEA, including consideration of Consortium developed assessments. Release the Request for Proposals.										X	X					
6. Convene a review team of early childhood assessment experts to review, and make a selection recommendation.											X	X	X			
7. Advance recommendations for selection of KEA by LEAs; brand as Arizona KDI													X	X		

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
8. Develop plan for ensuring inter-rater reliability and for periodic monitoring of implementation validity as described on p. 203 of the NRC report n Early Childhood Assessment (National Research Council, 2008).								X	X	X	X	X				
9. Ensure data system integrity and ability to connect data; develop data reports								X	X	X	X	X	X	X	X	X
10. Implement PD for teachers, administrators and other users on administration of assessment, using data and sharing data with families								X	X	X	X	X	X	X	X	X
11. Develop phased-in implementation plan.										X	X	X	X	X	X	X
12. Implement KEA and K-3 assessment statewide													X	X	X	X

Parties Responsible and Key Personnel Assigned	Representatives of ADE, ECDH, LEAs, and Piper Trust.
Financial Resources Section E	A total of 2,861,000 for 4 years: 4, 411,000 in Year 1, $150,000 in Year 2, $650,000 in Year 3, and $1,650,000 in Year 4.
Supporting Evidence	National Advisory Panel Recommendations (Attachment O)
Key performance measures	# of LEAs that participate in KEA-related PD opportunities # of LEAs implementing KEA and K-3 assessments
How will this goal meet the needs of children with high needs in high need areas?	This goal will ensure that Children with High Needs in Arizona are assessed with a developmentally appropriate formative assessment of the Essential Domains of School Readiness, beginning with a KEA and continuing into third grade in regions where kindergarten readiness scores are one of the lowest in the state.
Selection criterion Addressed	(E)(1), Absolute Priority
Cross-reference to other projects/goals	7.0 – Early childhood longitudinal data system

Goal 7.2	By June 2017, Arizona will align and connect EAC-KEA assessment results across the CAS statewide.

By June 2017, Arizona plans to ensure the inclusion of all EAC and KEA data in the Arizona Data Driven Decision System (AZD^{3}S) in Targeted High Need Regions.

High-Quality Plan: Key Subgoals/Activities	The key activities for this goal are presented below.

Table E-ii: Timeline and Milestones: Aligning and Connecting CAS Results

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Contract with the AzD^{3}S developer											X	X				
Develop database architecture related to EAC-KEA												X	X			
Design and implement database specifications													X	X	X	X
Monitor, test, and verify functionality, security, and confidentiality															X	X

Parties Responsible and Key Personnel Assigned	Representatives of multiple state agencies and programs including: ADE, ECDH
Financial Resources for Section E	A total of 2,861,000 for 4 years: 4, 411,000 in Year 1, $150,000 in Year 2, $650,000 in Year 3, and $1,650,000 in Year 4.
Supporting Evidence	National Advisory Panel Recommendations (Attachment O)
Key performance measures	Creation of CAS fields Creation of unique child, family and educator identifiers
How does this goal support different types of ELDPs?	ELDPs will have one unique identifier across multiple data systems and CAS, which will streamline access information, guide practice and continuous improvement

How will this goal meet the needs of children with high needs in high need areas?	This goal will meet the needs of Children with High Needs by ensuring teachers and administrators have access to EAC KEA data and use it to provide accountability, inform teaching practices, provide information for parents, and adapt curriculum.
Selection criterion Addressed	E(1), Absolute Priority
Cross-reference to other projects/goals	E(2)

(E)(2) Building an Early Learning Data System. The work outlined under RTT-ELC further enhances and coordinates existing systems of data collection in the Arizona Early Childhood Learning Data System, the Arizona State Longitudinal Data System (Arizona Data Driven Decision System (AzD³S)) and ADE's Early Learning Data System (for public preschool and K-3 formative data); it does not propose completely new data structures. Goal 7.1 is presented as a part of the High-Quality Plan below. Goal 7.2 (connecting assessment results) is presented in Section E(1). The AzED³S and Early Learning Data System provide longitudinal student achievement, absences, enrollment, and withdrawal data at both the district and school levels compared to the state results. Teacher dashboards help teachers know more about their students to support classroom decisions and provide student-level details. Ultimately, the goal of the EC data systems being currently used in Arizona is to improve performance and response, particularly for Children with High Needs. Arizona has identified many questions that it needs to answer to improve its early childhood data system. Some relate to access and use of existing programs and services, particularly by Children with High Needs. Some relate to the actual ability of different programs and services to achieve their own performance objectives for the children and families they do serve. Others relate to the degree to which children served in one program or system are identified – and then successfully referred to and served by – other programs and systems which can benefit them. There is not likely to be one data system that will answer or address all the questions that come up, but Arizona's experience is that, by drawing from existing data systems and seeking their better coordination and integration, many more questions needed to guide practice and continuous

improvement can be answered (Goal 7.1). By June 2017, Children with High Needs and their families will have one unique identifier across multiple state agency data systems. All EC educators will be registered through a professional development registry. Many procedures, protocols, and practices will be streamlined and revised for efficiency and comprehensiveness. Arizona is encouraging the much broader use of its data systems by the research community in Arizona (with appropriate safeguards to insure that issues of confidentiality are fully addressed). The work of ECDH and PSAs regarding knowledge building and fostering relationships has been solidified through memoranda of agreement between ECDH, PSAs, state universities and other research institutions. As a part of Arizona's High-Quality Plan and to support statewide EC decision-making and continuous improvement efforts, Arizona proposes Goal Area 7: By June 2017, Arizona will align, coordinate, and enhance data systems as further specified in two goals/ five subgoals (see Appendix F).

(E)(2)(a) *Contains all essential data elements*. State agencies, ECDH grantees, and other organizations already collect many of the Essential Data Elements. ECDH and PSAs propose to create a unique identifier across all data systems for children, families, classrooms, and schools.

ADE. In 2011, the ADE launched an initiative to build, release, and support an Arizona Data Driven Decision System (AzD^{3}S). The AzD^{3}S is a cornerstone of Governor Janice K. Brewer's educational plan for Arizona and a key component of a P–20 system. AzD^{3}S is a state-funded system currently in development that will facilitate data capture and reporting for children from preschool through higher education and the workforce, including Title I Preschool and Preschool Special Education in fulfillment of the IDEA. ADE currently collects and houses data aligned with Essential Data Elements for children in kindergarten through high school as well as those served in Title I Preschool and Preschool Special Education that will connected to the AzD^{3}S.

As described in (E)(1), ADE will house KEA data. In 2009, ADE and ECDH began planning to link data captured by ECDH data systems with the AzD^{3}S data. As part of its enrollment process, upon parental consent, ADE will assign unique child identifiers to children whose families voluntarily participate in ECDH's scholarship program. Linking children from these systems to the K-12 data sets will not occur prior to children entering school and receiving a Student Accountability Information System ID, which occurs at age three at the earliest. In addition, no data on the child prior to their third birthday will be included in the data link.

DHS. DHS collects, houses, and reports on various EC data sources: the Women, Infants, and Children (WIC) program; childhood vaccinations (housed in the Arizona State Immunization Information System), and Vital Records. DHS also licenses and monitors health and child care facilities and providers throughout Arizona. Additionally, data are collected through the Affordable Care Act Maternal, Infant and Early Childhood Home Visiting Program.

DES. DES also maintains data on young children and their families. Critical data include: information on children and families served by Temporary Assistance to Needy Families (TANF) and EC providers serving children eligible for CCDF child care subsidies. DES administers the Child Care Resource and Referral database, which houses information on all DES-regulated child care providers as well as DHS-licensed providers and participating Family, Friend and Neighbor providers.

ECDH. Participating partners, as part of their contractual requirement or data sharing agreements with ECDH, collect and submit data as required by ECDH, securely and confidentially store client data, and use data to assess progress in achieving desired outcomes. Program-specific data, units of service, target service numbers, and performance measures are provided through ECDH's secure web portal, and evaluated according to the contracted deliverables and standards of practice for a contract. ECDH uses these data to determine the key impacts of the strategies, programs, and approaches being implemented. For example, the TQRIS system captures more than 600 data elements per participating program. Currently, information is collected on more than 900 participating programs. By the end of FY2014, the TQRIS will include more than 1,015 programs (more than one-third of the licensed providers in the state). Essential data elements for each participating program include licensing and regulating body, accreditation, child and family demographics, target populations served, enrollment, program curriculum, quality improvement initiatives, children with special needs data, child educator information such as demographics, retention rates, PD plans, degree status, and educational attainment, as well as classroom and family group information including age groups served, ratios, and capacity.

The ADE Head Start State Collaboration Office. Arizona's Head Start programs are administered by the ADE Head Start State Collaboration Office, which is funded by the U.S. Department of Health and Human Services. Arizona's Head Start programs annually serve nearly 23,000 children and more than 21,500 families through a network of 30 community-based

nonprofit organizations, Indian governments, local governments, and school districts. Head Start benefits from a robust and comprehensive data-collection process. The data and reporting needs of Head Start programs and administrators are served by a national data system, as well as varied local data management resources. Head Start programs or grantees in Arizona use divergent and individualized data systems to house and aggregate child and teacher level data for submission to the PIR system.

(E)(2)(b) *Enables uniform data collection and easy entry.* As seen in table (A)(I)-13, Arizona is committed to the collection of data critical for the effective monitoring and measurement of programs serving young children. Integrating, analyzing, and using data more effectively and efficiently is the next logical step. The two major goals of the data system speak to being achievable: the focus of the work under the RTT-ELC grant will be to continue to implement methods of making data more usable and meaningful for end users wishing to analyze trends around early childhood programming. AzD^{3}S will create a longitudinal data system that: 1) Connects child data to providers and sites over time; 2) Provides an ability to monitor trends and program impacts over time; 3) Allow easier uniformed entry of all essential data elements; and, 4) Integrates data visualization tools or dashboards to communicate information clearly and effectively to a wide range of audiences.

(E)(2)(c) *Facilitates Arizona's ability to exchange information and link data elements and systems.* ECDH's existing data systems provide a strong foundation upon which the Early Childhood Learning Data System can be enhanced: provides data on programs enrolled in TQRIS to DHS, DES, and other providers —both to help coordinate for current efforts and prepare for deeper integration. ECDH and DES already work closely in exchanging essential data; most notably through agreement with DES, ECDH receives a quarterly data file from the National Child Care Resource and Referral data system, which contains a listing of all early care providers in Arizona, their unique identifiers, as well as multiple pieces of demographic data and information on their early childhood educators. ECDH makes regular use of and has access to Head Start PIR reporting but does not currently have agreements with Head Start grantees for exchange of local data on children, teachers, and families. This data alignment and linkage will facilitate initiatives described in Sections (B), (C), (D), and (E)(1).

The coordination and infrastructure for data linkages will move beyond compliance and monitoring to analyzing data for trends, program impacts, and implications for policy decisions.

Through collaborative efforts to establish common data elements, and uniformly collect and exchange data, ECDH will integrate data from T.E.A.C.H, CareFacts, TQRIS, and Professional REWARD$. Further, ECDH, ADE, DHS, and DES are working together to coordinate information on ELDP status and eligibility in the four agencies' regional and TQRIS systems. DHS provides ECDH with regulatory status information on centers and group home child care providers so that ECDH can process eligibility as well as monitor status for programs participating in TQRIS. ECDH also accesses the DES' childcare database to monitor compliance of certified family home providers. Timely data sharing is important as TQRIS eligibility requires that centers and group home childcare providers be regulated by and in good standing with DHS. Similarly, program eligibility for certified family home providers who care for fewer than five children for compensation requires that each provider be regulated by and in good standing with DES.

The initial universe of data will include families and children who are voluntarily receiving child care subsidy, a Quality First Scholarship, or participating in ECDH-funded programs and services. EC Educator data will focus on those educators who are enrolled in an ECDH-funded program (i.e., TEACH, Professional Reward$, TQRIS), or are DES certified, DHS licensed, or that are Quality First providers. PSAs have committed to a collaborative data system-building effort outlined in the attached MOUs (Attachment J).

ECDH values its government-to-government relationships with Arizona's Indian governments. ECDH recognizes that Arizona's Indian tribes and nations are sovereign and have complete authority over all research and data collection conducted on their lands, own all data collected on their lands, and control the use and dissemination of all data. ECDH staff research and tribal consultation have identified existing sources of data to calculate the School Readiness Indicators in Indian communities. The sources identified specific to regions that encompass Indian lands are Indian Health Service data related to well child checks and oral health, Body Mass Index information from WIC data through the Inter-tribal Council of Arizona and information from ADE. ECDH will follow the appropriate tribal government consultation and approval process to access this information and house it in the data system as part of enhancing data related to children in Indian communities.

(E)(2)(d) *Generates timely, accessible, easy to use information.* ECDH offers a secure web portal for ECDH service providers to manage their contracts, submit reimbursements, and

submit quarterly data reports. This information is then reported from an EC data warehouse through system-generated reports. Multiple reports are currently available for the information and decision-making needs of the ECDH, RPCs, participating programs, and other stakeholders. For example, authorized users (authenticated through a secure login system) can access real-time data on programmatic spending and service data such as the number of families, early childhood educators, or ELDPs served. Additional data on staff-to-child ratios, intensity of service, and classroom quality assessment also are collected. Service and financial data can be reported in multiple formats and levels of aggregation including, for a specific region, programmatic strategy, or contract. ECDH's data systems currently integrate through the transfer of data through a secured File Transfer Protocol process, with numerous data systems throughout the state. The interactive nature of these systems with external parties demonstrates Arizona's commitment to moving toward data system interoperability.

ECDH will work to develop data dashboards that display key information for planning and evaluation. The initial focus will be on current School Readiness Indicator related data and needs and assets related data. If tribal communities grant permissions and authorize the digital display of their data, it will be integrated into the data system. By 2016, with appropriate approvals and permissions Arizona will pilot and begin to display those data digitally. A public web portal will be developed to allow early learning providers and parents to view and understand data on their programs and will link to the web resource tool for early childhood educators. This portal provides a mechanism whereby end users, such as providers, educators, and parents, can access the information they are permitted and authorized to view; thereby aligning to state's values of accountability, transparency and parental controls.

(E)(2)(e) *Meets data system oversight requirements and complies with privacy laws.* The Data System is a secure network, open only to those who are permitted, focused on ease of use and accessibility and is treated in accordance with federal and state guidelines. Through the proper adherence to data governance policies, security protocols, and legal protections for data (i.e., Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), etc.), the appropriate and secure access and sharing of data occurs. All PSAs involved with this project will coordinate with the Arizona Strategic Enterprise Technology Office, the State of Arizona's lead agency for strategic planning and coordination related to information technology, to address technology, coordination and security components

of this project. ECDH and all PSAs are committed to complete transparency. Participation in programs and data collection efforts is voluntary. Providers and parents are able to opt out if they desire. This action does not prevent a provider, parent, or family from being eligible to receive services funded by ECDH and PSAs. All entities are subject to public records request and have Data Security and Transparency Policies.

The Arizona Data Governance Commission, Arizona Revised Statute §15-249.01, was created to identify, examine, and evaluate the needs of public institutions that provide instruction to pupils in preschool, kindergarten, grades 1 through 12 and postsecondary programs in Arizona; and provide analyses and recommendations. Membership includes the CEO of ECDH, the Superintendent of Public Instruction, representatives from school districts, community college and universities, and representatives from the business community. Each year, the commission submits an annual report on its activities to the Governor's Office, the Speaker of the Arizona House of Representatives, the President of the Arizona Senate, and the Secretary of State. An annual report will also be submitted on this effort to the State Board of Education. The Commission is governed by Arizona Open Meeting Law (ARS § 38-431-431.09) and operates in a transparent, publicly accountable format. This format will provide an opportunity for open, public discourse on what can be sensitive ethical questions in collecting, storing and sharing data.

Goal # 7.1	By June 2017, Arizona will enhance the Early Childhood Longitudinal Data System and the State Longitudinal Data System (AzD^{3}S).

ECDH will enhance the Arizona Early Childhood Learning Data System that connects PSAs, the broader early learning community, and the AzD^{3}S. ECDH will work with the Inter-Tribal Council of Arizona and ADE to access specific tribal information and house it in the data system as part of enhancing data related to children in Indian communities. The data network enables reporting and analysis that can identify achievement gaps, pinpoint initiatives that best promote positive outcomes, provide data for longitudinal analysis, and investigate any possible differential impact of services on Children with High Needs. Children with High Needs and their families will have one unique identifier across multiple state agency data systems. All educators will be registered through the Registry. Many procedures, protocols, and practices will be streamlined and revised for efficiency and comprehensiveness. This environment creates a secure

data network linking child, family, provider, educator, and outcome data from multiple systems so that the essential data elements of a coordinated early learning data system are captured and available for analysis.

Subgoal	Activities
7.1.1	By June 2017, Arizona will develop consistent standards, policies, and procedures for data collection, access, security, storage, and data architectures for participating state agencies and ELDPs.
7.1.2.	7.1.2 By June 2017, Arizona will develop a tribal data system, with consistent standards, policies, and procedures for data collection, access, security, storage, and data architectures for participating Arizona federally recognized Indian tribes and nations, and ELDPs.
7.1.3.	7.1.3. By June 2017, Arizona will develop a secure, interoperable data network for participating state agencies, federally recognized Indian tribes and nations, and ELDPs.
7.1.4.	7.1.4. By June 2017, Arizona will establish pathways for data sharing and exchange for participating state agencies, federally recognized Indian tribes and nations, and ELDPs.
7.1.5.	7.1.5. By June 2017, Arizona will develop valid and integrated means for users to access relevant data in a consistent and timely manner.

Table E- iv: Timeline and Milestones: Enhancing Data Systems

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Develop consistent standards, policies, and procedures for data collection, access, security, storage, and data architectures	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Design and implement a plan to collect and store all essential data elements, with a focus on developing mechanisms for collecting and storing elements currently not collected by any data system	X	X	X	X												
Develop a secure, interoperable data network	X	X	X	X	X	X	X	X								
Identify necessary permissions to access, store, and disseminate data and related findings to stakeholders and federally recognized tribal communities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Consult and undertake appropriate IRB and tribal approvals to share and report data as agreed		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Establish pathways for data sharing and exchange — ranging from full transfers to business intelligence views that pull in data sets from varying sources and			X	X	X	X	X	X	X	X	X	X				

	Year 1 Quarter				Year 2 Quarter				Year 3 Quarter				Year 4 Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
allow for analytic views																
Implement unique IDs across PSAs			X	X	X	X	X	X	X	X	X					
Build local capacity for connection to AzD^{3}S in Targeted High Need Regions						X	X	X	X	X	X	X	X	X	X	X
Design and deploy a common, secure, web-based portal and dashboards which end users can enter using a valid username and password					X	X	X	X	X	X	X	X				
Build and foster relationships and memoranda of agreement between ECDH, PSAs, state universities and research institutions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop valid and integrated means for end users to efficiently synthesize and analyze relevant data in a consistent manner across multiple data	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Parties Responsible and Key Personnel Assigned	ADE has the responsibility to develop a SLDS, working in coordination with the Arizona Data Governance Commission. Similarly, ECDH has the responsibility to develop Early Childhood Learning Data System and coordinate with the Arizona Data Governance Commission to review and provide analysis of the system development and implementation. Arizona will work to ensure representatives from DES, the ADE Head Start State Collaboration Office, and DHS serve on the Arizona Data Governance Commission. Arizona will work with the Inter-Tribal Council of Arizona.
Financial Resources	ADE's AzD^{3}S is supported by a grant from the US Department of Education.
Supporting Evidence	N/A
Key performance measures	Enhancement of Early Childhood Learning Data System and AzD^{3}S Creation of unique identifiers The development of web portal and data dashboard
How will this goal meet the needs of different types of ELDPs?	ELDPs will have one unique identifier per ELDP across multiple state agency data systems. This will help access needed information faster, provide policy direction, guide practice and continuous improvement for ELDPs. ELDPs can access information through a web portal they are permitted and authorized to view.
How will this goal meet the needs of Children with High Needs in high need areas?	Children with High Needs and their families will have one unique identifier across multiple state agency data systems. This structure could produce reports over time, and allow for quicker access to services. Families will be able to access information through a web portal they are permitted and authorized to view.

Selection Criterion Addressed	(E)(2), Absolute Priority
Cross-reference to other projects/goals	Data systems are crucial to Goal Area 2 (Standards and TQRIS), Goal Area 3 (Information to Families), Goal Area 4: (Outcomes), Goal Area 5 (Workforce), and Goal Area 6 (CAS and KEA).

VII. COMPETITION PRIORITIES

Priority 1: Absolute Priority- Promoting School Readiness for Children with High Needs

Arizona addresses this priority in the responses in this grant application.

Priority 2: Competitive Preference Priority- Including all ELDPs in TQRIS.

Arizona will not address this priority.

Priority 3: Competitive Preference Priority- Understanding the Status of Children's Learning and Development at Kindergarten Entry.

Arizona would like to be considered for Priority 3.

Priority 4: Competitive Preference Priority- Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades.

It is essential for Arizona to build upon the high quality education reform plan for children birth to five years begun over a decade ago when then Governor Napolitano convened the first Arizona P – 20 Council. The P – 20 Council's goal was to improve education from early childhood through the post-secondary years. Arizona now needs to foster improved learning outcomes to ensure that all children are reaching the third grade benchmarks that will set them on them on the trajectory to college and career ready.

In 2006, voters agreed to create the Early Childhood Development and Health Board (ECDH) and approved a dedicated tobacco tax to improve the early childhood development and health of young children prior to entering school. The goal of ECDH was to enhance and coordinate the efforts of EC educators, families and other stakeholders across Arizona with the primary purpose of having the best foundation for being successful in school. In 2008, The Kellogg Foundation and the Education Commission of the States selected Arizona as one of five states to host a Governor's Forum on Linking Ready Kids to Ready Schools. "The essential elements for reform exist," the Governor told the 60 early childhood and K-3 educators, school district administrators, education experts, state agency representatives and advocates gathered

together, "but they must be pulled together." Recommendations made by the Forum participants included:

- Aligning early learning standards with K-3 standards.
- Determining what "ready schools" mean to support kindergarten transition.
- Building a pipeline among educators at different levels so that children learn on a smooth continuum; integrating their learning from the earliest years through post-graduate work (career and college ready).
- Improving reading, writing and speaking among all students.
- Making sure state agencies are aligned in their approach, communication to families and coordination of resources.

In December 2011, Governor Janice K. Brewer established the Governor's Office of Education Innovation to guide Arizona in meeting specific and measurable goals for all children preschool through college and career. The goals are included in Arizona's Education Reform Plan (Arizona's Education Reform Plan, 2011), which Governor Brewer adopted at the recommendation of the Arizona Ready Education Council, a statewide council of education and business leaders and was based on Arizona's K-12 Race to the Top grant application. The goals address six areas related to education -- pre-kindergarten, elementary, junior high, high school, post-secondary, and workforce. The state monitors data and progress through an online report card using benchmarks on aligned strategies for year 2020 to ensure Arizona coordinates efforts to improve achievement and reaches the goals. Key reform goals include:

- Increase to 94% (from 73 percent) the number of 3rd graders reading at or near grade level;
- Increase the high school graduation rate to 93% (from 75%); and
- Double the number of Bachelor degrees issued by Arizona institutions of higher education.
  Indicators of progress in the pre-kindergarten area will be:
- Families reading every day
- Young children in poverty
- Food insecurity
- Confident families

- Kindergarten readiness

Arizona's High Quality Plan and early learning reform agenda is clearly aligned with the state's overall education reform goals. While no additional RTT-ELC funding is requested for activities described in this section, the following narrative addresses the strategies the state will employ to improve the overall quality, alignment and continuity of teaching and learning to impact child outcomes and ensure success from preschool to third grade and beyond.

(4)(a) Alignment of K-3 Standards with Early Learning and Development Standards. Arizona has a continuum of high-quality Early Learning and Development Standards (ELDS) that lay the foundation for school readiness. These have been used by early learning programs within the state since 2003. The ELDS are based on three state standards documents: (a) Arizona's Infant Toddler Developmental Guidelines (AzITDG) for children birth through age three (ECDH, 2012); (b) Arizona Early Learning Standards (AzELS) for children ages three to five (Arizona Department of Education, 2013); and (c) the Academic Standards for Kindergarten (ASK) (Arizona Department of Education, 2010). Each of these documents addresses the fundamental approaches to learning; social-emotional development; language and literacy; mathematics; science; social studies; physical development; health and safety; and fine arts. The ELDS are developmentally, culturally, and linguistically appropriate across each age group and address the Essential Domains of School Readiness (see Section (C)(1)(a)). They are incorporated into teaching and learning through curriculum development, child assessments and professional development (PD) opportunities for EC educators. The ELDS are aligned with Arizona's kindergarten through 3rd grade (K-3) standards and this continuum of standards serves as the foundational guide for all early childhood educators and Early Learning and Development Programs (ELDPs) across the state.

The K-3 academic standards were revised in 2011 to include Arizona's College and Career Ready Standards (formerly Arizona's Common Core Standards) in two domain area of language and literacy (English language arts), and cognition and general knowledge (mathematics). This revision process engaged not only K-3 content experts, but also EC educators and specialists from the Arizona Department of Education (ADE) Office of Early Childhood Education. ADE contributed to the revision of the standards by providing evidence for and ensuring bidirectional vertical alignment of K-3 revised standards to the ELDS.

Arizona will continue bidirectional vertical alignment of K-3 standards to the ELDS through work with the 10 state consortium described in Section (E)(1). The consortium's work is to enhance a formative assessment system to address the Essential Domains of School Readiness that begins with a kindergarten entry assessment (KEA) and continues into third grade. The process for determining the validity of the assessment system requires examination of Essential Domains of School Readiness and their associated progressions based on ELSD and K-3 standards in the domains. Factor analyses will be used to evaluate each progression's fit within the five domains, and will inform Arizona on the existing degree of bidirectional vertical alignment of the ELDs and K-3 standards in all domains and any further alignment that is necessary.

(4)(b) Addressing Health, Behavioral and Developmental Needs and Family Engagement. As described in Section (C)(2), in 2012, the Early Childhood Development and Health Board (ECDH) commissioned a comprehensive opportunity assessment of the early intervention system in Arizona (Bruner, Trefz, 2013), which identified in detail both the underlying need for services and the current array of services being provided to address the health, behavior, and developmental needs of children. This report identified gaps in current services provided in Arizona but also identified many exemplary initiatives that Arizona has established that, if more broadly diffused, would fill those gaps and improve results for children. Recommendations from this study as well as work undertaken by ECDH and partners in Arizona, including ADE (funded through the Early Childhood Comprehensive Systems grant through HRSA [2-H25MC17140-04-00]) focus on systems building around the early intervention system that will frame the work Arizona will use to create an integrated system which addresses the health, behavioral and developmental needs of Children with High Needs. This systems work is inclusive of Part C and Part B, Section 619 of the Individuals with Disabilities Education Act (IDEA) and will be aligned to the Coordinated School Health Programs (CSHP) used by Arizona K-12 schools.

The CSHP model is used to inform and provide training and resources for parents, teachers and students in the eight interactive model components to promote healthy behaviors: counseling and social services; family/community involvement; health education; health promotion for staff; health services; health school environment; nutrition services; and physical

education. Implemented through a partnership between the Arizona Department of Health Services (DHS) and ADE, and funded through the national Centers for Disease Control and Prevention, the CSHP in Arizona also builds directly on the Empower health standards required in early learning and development programs (ELDP) participating in TQRIS.

(4)(c) Teacher Preparation and Professional Development Programs. Arizona is in the final phase of a two-year project to develop a WKCF that promotes children's learning and development and will improve child outcomes from birth through grade three. The WKCF (Attachment P) is a set of professional standards that identify the basic knowledge, skills, and attitudes needed for EC and K-3 educators across all sectors of ELDPs and K-3 classrooms, education administrators, early intervention, mental health, physical health and social services/child welfare working with expectant parents, infants, toddlers, young children to age eight, and their families.

The Arizona WKCF has five proficiency levels indicating increasingly advanced levels of knowledge and competency and meets the RTT-ELC definition of a WKCF, and is presented in detail in Section (D)(1). This framework consists of two components: 1) a career lattice (a common, statewide progression of degrees and credentials) and, 2) EC educator competencies. There are multiple components within each competency, with indicators that specify the observable skills, values, and attitudes needed by educators in order to promote children's learning and improve child outcomes. The competencies include standards in eight core knowledge areas:

1. Child Growth and Development: Basic Child Development, Typical and Atypical Development, Individual Differences, Influences on Development, Facilitation of Development, and Collaboration (pp. 12-22);

2. Curriculum and the Learning Environment: Overall Learning Environment, Learning Strategies, and Curriculum (pp. 23-46);

3. Child Observation and Assessment: Assessment Plans and Procedures, Communication with Families, and Confidentiality (pp. 47-52);

4. Effective Interactions: Relationships, Group Interactions, Communication, Guidance, and Family Collaborations (pp. 53-67);

5. Health, Safety and Nutrition: Policies, Practices & Procedures, Abuse and Neglect, Nutrition & Dietary Practices, Communication with Families, and Health Education (pp. 68-83);

6. Family and Community Partnerships: Knowing and Respecting Families, Communication with Families, and Confidentiality (pp. 84-96);

7. Professionalism: Commitment to Quality, Professional Development, Ethics, and Leadership (pp. 85-105); and,

8. Program Management: Legal and Regulatory Standards, Physical Facility, Fiscal Management, Risk Management Plan, Technology, Human Resources Management, and Program Planning and Evaluation (pp. 106-124) (see Attachment P).

Strategies for Social and Emotional Development. Indicators in Effective Interactions address competencies for adult and child interactions and behavioral management strategies to promote positive social and emotional development and reduce challenging behaviors (pp. 53-67).

Partnerships with Families. Indicators in Family and Community Partnerships address competencies for effective approaches to collaborating with families, and building knowledge, skills and capacity so they promote their child's health and development (pp. 84 – 96).

The progression of all Arizona credentials and degrees for birth to grade three will be aligned with the WKCF by 2017, so that all PD, pre-service and in-service will be based on the high-quality competencies. Also, see Section (D)(2) for details on specific PD supports based on the Great Expectations for Teachers, Children, and Families (Great Expectations Communities of Practice Model) that will be expanded to Targeted High Need Regions for educators in B - grade three degree programs.

(4)(d) – Transition Planning for Children Moving from Early Learning and Development Programs to Elementary Schools. Children achieve optimal progress in their learning and development as a result of the seamless connection between a child's early learning and development program and kindergarten. Teachers and parents agree that discontinuities between preschool and kindergarten pose challenges for children and transitions are successful when a quality transition plan emphasizes not only the elements to enhance school readiness for the child, but also communication and support for the child and their family.

ADE supports strong community relationships between public school districts and ELDPs from where children transition to kindergarten. ADE consulted with Dr. Robert Pianta and his team from the University of Virginia to develop a Kindergarten Transition Plan to assist

in creating and implementing quality transitions that meet the needs of children, parents, and teachers. ADE school specialists provide guidance for transition planning, which is inclusive of expectations, specific action steps and the development of parent communication and orientation events so families are knowledgeable and may support their child during transition. Local programs must be sensitive and responsive to cultural and familial expectations when helping to ensure families and children with expectations, environments and procedures. Successful transition plans and seamless connections require dedicated time for staffs to discuss and share curriculum, instructional strategies, methods and procedures in order to confirm alignment. Grade level teacher visits are required to communicate and ensure horizontal alignment of standards. Cross grade level student visits are required to ensure vertical alignment. It is expected and a common practice within Arizona schools to designate planning time for the assurance of alignment and dialogue.

To further ensure transition planning occurs, Arizona schools submit information about transition practices to ADE to ensure compliance with Title I and ADE requirements. Additionally, local Head Start programs document kindergarten transition policies through MOUs with partner schools.

Child outcomes achieved during the birth to five years are extended into the early grades when schools continue established reciprocal relationships with families, and move beyond only parent involvement activities to empower families to actively engage and contribute to their child's learning**.** One collaborative model system supported by ADE to build family capacity to support their child into the early elementary years is based on the work of Dr. Maria C. Paredes's Academic Parent-Teacher Teams (Paredes, 2011). The objective is to improve student academic achievement by increasing the quality and quantity of parent-teacher communication and interaction; to implement a parent involvement model that is focused on coaching parents to become engaged, knowledgeable members of the academic team; and to establish high expectation agreements between teachers and families to optimize student learning. Parents and teachers meet three times per year for 75 minutes in a classroom team meeting that includes six key elements:

- Personal invitation by teacher

- Review academic student performance data
- Set 60-day parent-student academic goals
- Teacher demonstration of skills
- Parent practice of skills
- Social network among parents and teacher

The teacher helps parents set 60-day goals for their child based on his or her academic scores. For example, if the standard is for 1st graders to learn 120 high-frequency words by the end of second quarter, children working ahead of the curve might have a goal of mastering all 120 by the end of November, whereas a child behind the curve might have a goal of 75. It is the responsibility of the instructional staff to teach families how to extend learning. Whole class training to include modeling of skills to be practiced at home, sufficient access to learning materials at home, parent communication strategies and notification of school based activities must be provided to parents.

(4)(e) Data Systems to Monitor the Status of Children's Learning and Development Preschool through Third Grade. Guideline 3.7 of the *Program Guidelines for High Quality Early Education: Birth through Kindergarten* (ECDH 2011) articulates the need to plan and implement curricula, use appropriate assessment practices to inform teaching and learning, communicate with parents, and refer children with potential special needs for full evaluation. The Comprehensive Assessment System (CAS) described in Section (C)(2) outlines the assessment components that Arizona has in place, and those the state has been working to create a consistent CAS that is appropriate for use across the state. Section (E)(1) describes in detail Arizona's High Quality Plan to develop and implement a formative assessment system that begins with a KEA and continues into third grade as part of our involvement in a 10-state consortium led by North Carolina. The purpose of the CAS and K-3 assessment system is to provide educators with information to improve instruction while providing families with information on children's skills and knowledge. Additionally, they will also address the needs of other users including ELDP administrators, principals, district and regional administrators, state policymakers, and advocates.

Data from the CAS and K-3 assessment system will be collected in the Early Childhood Learning Data System and in ADE's Early Learning Data System (for public preschool and K-3

formative data) and connected in the Arizona State Longitudinal Data System (Arizona Data Driven Decision System (AzD^{3}S)). Support for statewide decision-making, informed teaching and learning and continuous improvement in the birth through grade three education system is proposed in Arizona's High-Quality Plan Goal Area 7 to align, coordinate, and enhance data systems (see Appendix F) and described in detail in Section (E)(2).

Priority 5: Competitive Preference Priority -- Addressing the Needs of Children in Rural Areas.

The State of Arizona has two major urban population areas, Maricopa and Pima Counties are considered metropolitan urban areas with large and diverse populations. Eight-five percent of the states' population live in these two urban areas. The remainder of the state is considered rural or frontier with low density population areas.

EDCH has targeted four regions to fully implement the RTTT High Quality Plan. Three of the four are considered rural areas with one of the regions being federally recognized Indian lands. These regions were chosen deliberately to reflect diversity within the state, to focus on regions with Children with High Needs and issues of capacity within the community. Each of the ECDH regions is allocated funded based on a formula: percentage of children under five living in the region, level of child poverty in the region and a proportion of discretionary funding based on rural status. Each funding year the regions are allotted funding in which to plan based on the regions Needs and Assets Repots that are conducted every other year. Since the population of children under five is the constant in the formula, the funding has not varied significantly in the past 4 years. Some regions have developed and funded learning collaboratives specific to early childhood. Others have focus on cross system collaboration and others have focused on system integration that includes child welfare system, school districts, Head Start programs and home visitation programs.

Issues in rural regions: Since its inception, ECDH has allocated funding to develop programs for what is defined in RTTT as Children with High Needs. Each year the Regional Partnership Council decides on how to spend the money they have been allotted. The regional plans are community based and not based on a specific state plan. Rural areas have very different priorities than those in urban regions.

The challenges identified in ECDH rural regions are common in the majority of work being done in rural regions. Professional and service capacity is inconsistent or non-existent in some rural regions. Costs associated with travel and access to resources, and professional development for EC educators is a barrier to improving early childhood education. Building capacity through professional development, enrollment of ELDP into the TQRIS-Quality First program, building cross agency system collaboration and community development has led to some success in rural regions. However, including them in the High Quality Plan implementation will allow ECDH to deep deeper into finding solutions to these barriers and improve the early learning opportunities for our youngest children.

The three rural regions chosen to be the focus of the Arizona High Quality plan include the Navajo-Apache Region, Santa Cruz Region and the region comprised of the Indian lands of the San Carlos Apache Tribe.

The rationale for choosing these three regions includes the following:

Santa Cruz Region lies on the Arizona side of the Mexican Border and 80% of the families speak Spanish in the home, 36% of children living in poverty; 86% are enrolled in WIC and 73% of third graders on average failed to pass the AIMS test in 2013.

Navajo Apache Region lies in the North East side of the state bordering New Mexico. The majority of families speak English but 36% live in poverty, 75% enrolled in WIC and 66% of third graders failed to pass the AIMS math test and 60% failed Reading.

The San Carlos Apache Reservation lies in the central eastern section of the state in a remote area. The majority spoke English in the home and 40% report speaking Apache in the home; 65% receive TANF; and, 79% of third graders failed to pass the math AIMS and 51% in Reading.

Additional demographics for the regions can be found in Appendix XXX

(b) How these approaches are designed to close educational and opportunity gaps for Children with High Needs, increase the number and percentage of Low-Income children who are enrolled in high-quality Early Learning and Development Programs; and enhance the State's integrated system of high-quality early learning programs and services.

ECDH's High Quality plan includes infusing the all four targeted rural regions with additional funding to increase the number of ELDPs into the TQRIS program. Enrollment comes with more intensive coaching support as well as specialized technical assistance specific to health and safety, early childhood mental health, child nutrition and inclusion specialist. Issues arise with layering additional funds into rural regions that already have capacity and resource barriers. Money by itself will not result in improved outcomes for children.

The approach is to two-fold:

1. Recruit non TQRIS ELDP to enroll in to the program. The technical support and fiscal incentives that are part of the program will facilitate the ELDP to improve a quality and progress on the rating scales used over the 4 years of the grant period. In addition, the early childhood mental health consultation and the inclusion specialists that are not automatically included in the TQRIS package will be added in these regions and at the discretion of the ELDP to accept.

2. Create learning collaboratives within the rural regions that utilize professional development opportunities through modern technology- online discussion groups, online classes that lead to certification and degree progression. The learning collaboratives will be incentivized within these rural regions in a slightly different way. Two of the FTE's that will be hired through RTT grants will convene local and regional partners to develop, design and implement the learning collaboratives.

The rationale for this approach: The ECDH TQRIS-Quality First program is in its third year of full implementation. Many lessons have been learned and adjustments made to the program, the rating process and the professional development plan. Taking those lessons learned, especially in the rural areas will allow us to make some inroads into changing the early learning environments and ED educator's perspectives.

The Navajo Apache Region. The ECDH Navajo-Apache region excludes the Navajo Nation and the White Mountain Apache Indian tribal lands. The Navajo Nation and White Mountain Apache Tribe decided to become a separate region in ECDH. The U.S. 2010 Census reported there were 72,331 residents, and of those, 6,099 were children ages birth through 5 living in the Navajo Apache Region based on zip codes. The Navajo/Apache Region had a slightly higher percentage of children identified as American Indian alone and a lower

percentage of children identified as Hispanic/ Latino than the state overall; 65% of children ages birth through four were identified as White alone, 23% as Hispanic or Latino, and 8% as American Indian alone. The Navajo/Apache Region is largely rural. It is considered an asset too many community members but presents challenges to low-income families in remote regions who struggle to meet their basic needs and must travel great distances to access health and educational services. The lack of infrastructure, such as paved roads, and amenities, such as running water and electricity, present many families with additional challenges unseen in more urban areas. In order for any family to access specialty health and human services, beyond what the region can offer, Navajo/Apache residents must drive about two hours to Flagstaff or four hours to Phoenix.

The San Carlos Apache Indian Reservation is located in Southeastern Arizona and spans Gila, Graham, and Pinal counties. Encompassing 1,834,781 acres of land area, the reservation varies in landscape, including desert, alpine meadows, and contains the largest strand of ponderosa pines in the world. The closest city is Globe, located 20 miles to the west of the business district of San Carlos. The San Carlos Apache Tribe engages in a number of business enterprises including the operation of retail stores, timber production, and processing. The reservation also houses a hotel, conference center, and casino, and operates a development corporation. There is one school district on the San Carlos Apache Indian Reservation, and children in the area also attend schools in surrounding districts. However, those in need of major medical services are referred to hospitals in Phoenix or Tucson.

The San Carlos Apache Indian Reservation is divided into four unique communities, referred to as districts. The four districts include Seven Mile Wash, Gilson Wash, Peridot, and Bylas. The Peridot district has the largest population followed by the Gilson Wash district, then the Seven Mile Wash district. Each district is unique in terms of its location, autonomy, politics, economy, architecture, infrastructure, and decision-making.

Santa Cruz Region: focuses attention on early childhood development in the Santa Cruz Region. According to the 2010 US Census, there were 47,545 residents living in the region, of which 4,436 were children under the age of six. Over the past decade, the number of young children in the county increased by about 10 percent, with most of the growth occurring in the Rio Rico area. Nearly one in four of the region's young children were not living with either

parent, but with their grandparents or other relatives. 83% of the population in the region report Hispanic ethnicity. Spanish is spoken at home in 80% of the households in the county. Although many of these households are bilingual, 26 percent of the households report that no adult in the household speaks English well. In the city of Nogales, 95 percent of households speak Spanish at home, and 39 percent report that no adult in the household speaks English well. Lack of English proficiency was seen by key informants as a barrier to employment in the region.

Although the cost of child care in the region is somewhat lower than in other areas of the state, it remains unaffordable for many families. The majority of regulated childcare sites in the Santa Cruz region are family homes. In addition, there are four Head Start Centers (three in Nogales and one in Rio Rico) and 12 regulated childcare centers

VIII. BUDGET

BUDGET PART I: SUMMARY

BUDGET PART I -TABLES

Budget Table I-1: Budget Summary by Budget Category—*Arizona has included the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.*

Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	1,253,980	1,271,305	1,307,442	1,341,904	5,174,631
2. Fringe Benefits	477,261	483,855	497,609	510,725	1,969,450
3. Travel	37,432	37,949	39,028	40,057	154,466
4. Equipment	28,074	28,462	29,271	30,043	115,850
5. Supplies	154,865	155,899	158,056	160,114	628,934
6. Contractual	537,000	276,000	326,000	376,000	1,515,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	2,488,612	2,253,470	2,357,406	2,458,843	9,558,331
10. Indirect Costs*	138,388	149,530	155,594	161,657	605,169
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	5,904,000	12,554,000	12,954,000	10,379,000	41,791,000
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. **Total Grant Funds Requested** (add lines 9-12)	**8,631,000**	**15,057,000**	**15,567,000**	**13,099,500**	**52,354,500**
14. Funds from other sources used to support the State Plan	199,604,200	202,655,900	205,619,900	208,796,500	816,676,500

Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
15. **Total Budget** (add lines 13-14)	208,235,200	217,712,900	221,186,900	221,996,000	869,031,000

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
Line 12: The Participating State Agency's allocation of the $400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Table I-2: Budget Summary by Participating State Agency—*Arizona has included the budget totals for each Participating State Agency for each year of the grant. These line items are consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.*

Budget Table I-2: Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b))					
Participating State Agency	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Early Childhood Development and Health Board (ECDH)	80,805,200	88,045,900	89,019,900	86,529,000	344,400,000
Dept. of Education	4,870,000	5,157,000	5,757,000	6,957,000	22,741,000
Dept. of Economic Security	109,980,000	111,380,000	112,780,000	114,180,000	448,320,000
Dept. of Health Services	12,580,000	13,130,000	13,630,000	14,230,000	53,570,000
Total Statewide Budget	**208,235,200**	**217,712,900**	**221,186,900**	**221,896,000**	**869,031,000**

Budget Table I-3: Budget Summary by Project—*Arizona has included the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

Budget Table I-3: Budget Summary by Project (Evidence for selection criterion (A)(4)(b))					
Projects	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Section A	187,167,200	190,068,900	193,542,900	193,837,000	764,616,000
Section B	7,285,000	14,085,000	13,585,000	13,000,000	47,955,000
Section C	6,644,000	7,231,000	7,231,000	7,231,000	28,337,000
Section D	2,146,000	2,096,000	2,096,000	2,096,000	8,434,000
Section E	4,993,000	4,232,000	4,732,000	5,732,000	19,689,000
Total Statewide Budget	**208,235,200**	**217,712,900**	**221,186,900**	**221,896,000**	**869,031,000**

BUDGET PART I - NARRATIVE

Budget Table I-4: RTT-ELC Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b))					
Participating State Agency	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Early Childhood Development and Health Board (ECDH)	7,501,000	13,790,000	13,800,000	10,332,500	45,423,500
Dept. of Education	670,000	757,000	1,257,000	2,257,000	4,941,000
Dept. of Economic Security	180,000	180,000	180,000	180,000	720,000
Dept. of Health Services	180,000	230,000	230,000	230,000	870,000
Total Statewide Budget	8,631,000	15,057,000	15,567,000	13,099,500	52,354,500

Participating State Agencies with Their Project and Budgetary Responsibilities

Table (A)(3)-1 presents information on Roles and Responsibilities for each of the participating state agencies. Four main agencies are identified: Arizona Early Childhood development and health Board, departments of Education, Economic Security, and Health Services. In addition, two other entities and their roles are explained: State Advisory Council on Early Childhood Education and care and Sate Interagency Coordinating Council for Part C of IDEA.

1. Arizona Early Childhood Development and Health Board (ECDH)

Project responsibilities. As the Lead Agency, ECDH will provide overall system leadership and interface with federal RTT-ELC participating state agencies. ECDH has direct responsibility for every proposed project described below, either as an active participant in the work or as the agency responsible for writing and releasing Requests for Proposals (RFP) and administering contracts with participating partners.

Budgetary responsibilities. Over the four years of the grant, ECDH receives $45,423,500; $5,732,500 to support its direct work, and $40,091,000 to contract out to participating partners ($5,056,000 is contracted to Institutions of Higher Education and $35,035,000 is contracted to other participating partners).

2. Arizona Department of Education (ADE)

Project responsibilities. ADE has direct responsibility within most of the proposed projects, including:

- Governance and administration;

- TQRIS rating only and system integration;

- Expanded use of the early learning, health and nutrition standards;

- Implementation of a statewide, common kindergarten entry assessment aligned to a comprehensive assessment system; and,

- Development of an interconnected data system.

Budgetary responsibilities. Over the four years of the grant, ADE receives $4,941,000 to support this work.

3. Department of Economic Security (DES)

Project responsibilities. DES has direct responsibility within most of the proposed projects, including:

- Governance and administration;

- TQRIS (Quality First) rating only and system integration;

- Linking state child care licensing, TQRIS and child care subsidies;

- Expanded use of the early learning, health and nutrition standards; and,

- Development of an interconnected data system.

Budgetary responsibilities. Over the four years of the grant, DES receives $720,000 to support this work.

4. Department of Health Services (DHS)

Project responsibilities. DHS has direct responsibility within most of the proposed projects, including:

- Governance and administration;

- TQRIS rating only and system integration;

- Linking state child care licensing, expanded use of the early learning health and nutrition standards;

- Increasing the delivery of literacy and support to families enrolled in home visiting programs; and,

- Development of an interconnected data system.

Budgetary responsibilities. Over the four years of the grant, DHS receives $870,000 to support this work.

The management structure is described in Section (A)(2) (also graphically presented in Figure A-iv). Arizona will create two new coordinating entities to leverage existing accountability structures: Interagency Directors' Coordinating Council (appointed by Governor) and RTT –ELC Grant Management advisory taskforce which will be appointed by ECDH. The Implementation team will have representatives from all participating agencies (Grant Coordinators). RTT-ELC Grant Manager employed through ECDH will head the Implementation Team.

The RTT-ELC budget is built around 27 goals that are grouped into seven Goal Areas (see Attachment F). These goal areas are further mapped into Sections as presented in Table B-5 below.

Table I-5.: *Arizona's High-Quality Plan*

Overall RTT-ELC Goal: By June 2017, Arizona will integrate and align resources and policies to support young children birth to five, particularly those with high needs living in high need areas, to be ready to succeed in school and in life.							
CORRESPONDING GRANT SECTION	(3 Goals)	(6 Goals)	(6 Goals)	(2 Goals)	(4 Goals)	(3 Goals)	(2 Goals)
BUDGET Total: $52, 354, 500	Section A: $2,947,500	Section B: $29,595,000	Section C: $8,597,000		Section D: $7,954,000	Section E: $2,861,000	
Reform Agenda Goal Area	Goal Area 1 Reform Agenda	Goal Area 2 Standards	Goal Area 3 Families	Goal Area 4 Outcomes	Goal Area 5 Workforce	Goal Area 6 Assessment	Goal Area 7 Data

The total requested budget for RTT-ELC is $52,354,500. Table I-6 below describes allocations by Year by Section by Agency for all state participating agencies.

	Year 1 RTT-ELC	Year 2 RTT-ELC	Year 3 RTT-ELC	Year 4 RTT-ELC	Total RTT-ELC
Budget Table I-6: RTT-ELC List of Projects					
APPLICATION TOTAL	8,631,000	15,057,000	15,567,000	13,099,500	52,354,500
Section A (w/ TA)	830,000	830,000	840,000	847,500	3,347,500
ECDH	450,000	450,000	460,000	467,500	1,827,500
Grantee TA Set-Aside	100,000	100,000	100,000	100,000	400,000
ADE	120,000	120,000	120,000	120,000	480,000
DHS	80,000	80,000	80,000	80,000	320,000
DES	80,000	80,000	80,000	80,000	320,000
Section B	3,655,000	9,805,000	9,805,000	6,330,000	29,595,000
ECDH	3,355,000	9,505,000	9,505,000	6,030,000	28,395,000
ADE	300,000	300,000	300,000	300,000	1,200,000
DHS					
DES					
Section C	1,709,000	2,296,000	2,296,000	2,296,000	8,597,000
ECDH	1,259,000	1,709,000	1,709,000	1,709,000	6,386,000
ADE	250,000	337,000	337,000	337,000	1,261,000
DHS	100,000	150,000	150,000	150,000	550,000
DES	100,000	100,000	100,000	100,000	400,000
Section D	2,026,000	1,976,000	1,976,000	1,976,000	7,954,000
ECDH	2,026,000	1,976,000	1,976,000	1,976,000	7,954,000
ADE					
DHS					
DES					
Section E	411,000	150,000	650,000	1,650,000	2,861,000
ECDH	411,000	150,000	150,000	150,000	861,000
ADE			500,000	1,500,000	2,000,000
DHS					

| Budget Table I-6: RTT-ELC List of Projects					
	Year 1 RTT-ELC	Year 2 RTT-ELC	Year 3 RTT-ELC	Year 4 RTT-ELC	Total RTT-ELC
APPLICATION TOTAL	8,631,000	15,057,000	15,567,000	13,099,500	52,354,500
DES					

Next we present each of the Sections that are mapped into Goal Areas.

Section A. Support a Reform Agenda. The total RTT-ELC allocations across the four years of the grant are $2,947,500 (see Table I-6). The following projects are supported in this Section:

Governance and Administration – Selection Criterion A. To support the entire RTT-ELC agenda, the PSAs will work closely to build and sustain a statewide system of infrastructure, governance, and leadership. Each PSA – ECDH, ADE, DES and DHS – will: 1) Fulfill the commitments in their MOU; 2) Participate in the Grant Management Taskforce and Interagency Directors' Coordinating Council; 3) Facilitate internal and external, cross-divisional communication among staff working on early childhood; and, 4) Provide all partners with transparent, timely, and accurate information relating to grant administration, evaluation, and progress;; and 5) participate in the development of coordination

and sustainability plan.. In addition, as the LA, ECDH has the responsibilities of providing system leadership by convening partners, interfacing with federal partners (including fulfilling all fiscal and reporting requirements), and providing sustained funding for the conceptualization and implementation of key components of the early childhood system.
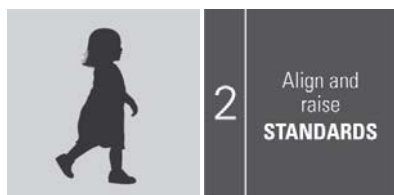
Section B. Align and Raise Standards (Goal Area 2)

The total RTT-ELC allocations across the four years of the grant are $29,595,000 (see Table I-6). The following projects are supported in this Section:

TQRIS Link to Licensing System – Selection Criterion (B)(1). To provide a health and safety foundation in TQRIS for early learning programs located on Indian lands, ECDH will issue an RFP to bidders to work with representatives from federally recognized Indian tribes and nations in Arizona to develop culturally responsive early childhood health and safety standards that would be implemented in early learning and development programs (ELDPs) on Indian lands throughout the state.

TQRIS Rating Only and System Integration – Selection Criterion (B)(2). To increase the number and diversity of programs enrolled in the TQRIS, ADE will recruit early learning programs funded through Head Start, IDEA, and Title I in Targeted High Need Areas into the TQRIS Rating-Only option. Most of these programs are not currently participating in TQRIS. The Rating-Only option incentivizes the participation of these settings – which serve many Children with High Needs –by giving them access to TQRIS scholarships at the 3, 4 and 5-star levels. Additionally, ECDH, ADE, DHS and DES will promote full participation of private for-profit and non-profit programs, faith-based programs, and programs on Indian lands into TQRIS Full Participation.

As part of this goal, Arizona will also work across agencies to align and integrate systems that affect early learning and development programs. DHS will maintain licensing as the floor to TQRIS and share licensing information combined with TQRIS ratings as part of a coordinated public information system for families. DES will coordinate CCDF quality set-aside funds to align with TQRIS, collaborate with ECDH to align CCDF policy and practice with TQRIS – including discussion of a tiered subsidy reimbursement, and, map and align ECE systems elements within DES' purview to identify duplication and gaps. ADE will recruit and provide

technical assistance and support to programs funded through IDEA, Title I, and Head Start for programs enrolled in TQRIS Rating Only participation. ADE and ECDH will work closely on integration of all program guidelines among and between ECE providers and elementary schools. ECDH will also provide the assistance of the TQRIS staff to programs participating in Rating Only to help address and eliminate barriers.

ECDH will also issue an RFP to bidders to work with representatives from federally recognized Indian tribes and nations in Arizona to develop early childhood health and safety standards that would be implemented in early learning and development programs on Indian lands.

Information for Families on Licensing, TQRIS, and Subsidy – Selection Criterion (B)(3). In order to ensure that families have easy access to the most current and complete information when making choices about care for their child, Arizona will enhance efforts to make licensing, child care subsidy and TQRIS Rating information easily accessible and understandable to parents. DES will use Child Care Resource and Referral (CCR&R) as a vehicle to provide public information on licensing status. DHS will share licensing information, combined with TQRIS ratings, as part of a coordinated public information system for families. TQRIS Ratings will be made available through a public web portal and will be linked to CCR&R and DHS licensing information.

Access to High Quality Early Learning and Development Programs – Selection Criterion (B)(4). To increase access and the number of Children with High Needs in high-quality programs in TQRIS, ECDH will provide financial scholarships to families with Children with High Needs in Targeted High Need Regions. Information on scholarships will be included on the public information system linked to TQRIS ratings, CCR&R and licensing information, and through printed materials and other public awareness activities for early learning and development programs.

Validating TQRIS – Selection Criterion (B)(5). To ensure the TQRIS accurately differentiates between settings of various quality levels, Arizona will conduct a validation study of the TQRIS's Rating Scale. ECDH will develop the scopes of work and release RFPs to bidders. It will provide data, information and support to the contracted evaluator(s) in a timely manner, maintain contracted evaluator(s) compliance, and regularly review TQRIS ERS, CLASS assessment results for other data for patterns and trends.

Section C. Information to Families and Promote Outcomes. The total RTT-ELC allocations across the four years of the grant are $8,597,500 (see Table I-6). The following projects are supported in this Section:

Expanding Use of Early Learning Standards – Selection Criterion (C)(1). Because early learning standards define the desired content and outcomes of young children's education, they can lead to greater opportunities for positive development and learning in the early years. To enhance these positive outcomes, this High-Quality Plan will expand effective utilization of early learning development standards in Targeted High Need Regions.

ADE will disseminate and provide training on the standards and program guidelines. It will also develop and deliver modules on standards and guidelines for the Quality First Academy and through the state PD system.

DES and DHS will ensure that staff that license, certify and monitor providers are knowledgeable and proficient in the use of the early learning and development standards, and will work to integrate infant and toddler guidelines in to home visiting programs. ECDH will work with ADE on the dissemination of and training on the standards and guidelines. It will also ensure that TQRIS assessors and coaches are knowledgeable and proficient in the use of the standards, and that coaches participate in the Quality First Academy.

Effectively Using Comprehensive Assessment Systems (CAS) – Selection Criterion (C)(2). To develop and strengthen components of the CAS, the PSAs will work collectively with other key partner organizations to coordinate child assessment by selecting and utilizing one early screening tool that is valid, reliable and culturally and linguistically appropriate and aligned with the CAS for statewide use with Children with High Needs. ECDH will develop a scope of work and release an RFP to bidders for developing and implementing PD on the assessment tools in the CAS for early childhood educators and TA providers in Targeted High Need Regions on administration, interpretation and application of assessment data to support children's development and learning.

Health, Behavioral and Developmental Needs – Selection Criterion (C)(3). Health and nutrition standards using CCHC. To improve health and nutrition outcomes for Children with High Needs, child care health consultants (CCHCs) will be utilized to disseminate and provide

PD on health and safety, and nutrition and physical activity standards to early childhood educators and home visitors. DES and DHS will ensure that staff who license, certify and monitor providers are knowledgeable and proficient in the use of the health and safety, and nutrition and physical activity standards. ECDH will work with DHS to incorporate these standards into the Quality First Academy, and ensure that TQRIS assessors and coaches are knowledgeable and proficient in the use of the standards.

Enhancing Early Literacy among Children with High Needs – Selection Criterion (C)(4). With RTT-ELC funding, Arizona will advance effective family support and engagement models for Children with High Needs, reinforcing the importance of family engagement at home, in early learning and development programs and in Targeted High Need Regions. Literacy and language opportunities for families and children in libraries, resource centers and early learning and development programs, home visiting programs and in health care provider offices in conjunction with Read On Arizona activities and educational materials will be enhanced. All PSAs will continue to participate actively on the home visiting interagency committee and home visiting taskforce. DHS will provide oversight and administration of the federal home visitation grants and provide leadership for the interagency home visiting committee and taskforce. ECDH will also coordinate family support programs in coordination with all PSAs.

Section D. Build a Workforce. The total RTT-ELC allocations across the four years of the grant are $7,954,000 (see Table I-6). The following projects are supported in this Section:

*Facilitating Career Pathways – Selection Criterion (D)(1).* In order to facilitate career pathways for EC educators, Arizona's Early Childhood Knowledge and Competency Framework (WKCF) will be implemented to a progression of career levels and credentials is clearly articulated. ECDH will also coordinate the dissemination of the WKCF and produce professional-quality materials and online content. ECDH will facilitate the participation of community colleges and universities in aligning degree coursework to the WKCF.

Aligning a Progression of Credentials and Degrees – Selection Criterion (D)(1). For many Arizona EC educators PD is difficult to achieve, especially for those who have limited educational attainment in the first place and secondly have limited access to enrollment into

community colleges or state colleges. In this plan structural barriers to degree completion will be removed by developing a CDA to Associates to Bachelor degree progression. ECDH, in partnership with BUILD Arizona, will convene Institutes of Higher Education to work on this issue, establish a new Associate's in Early Childhood Education degree. Articulation agreements to facilitate adoption of the degree progression, coordinate course/curriculum development and engage experts in early childhood degree articulation and alignment will be created. This work will support approximately 19 post-secondary institutions, including those on Indian lands to provide faculty who will develop the degree progression reform. Faculty will design the reformed degree progression, advance proposed degrees and courses through their respective institution's curriculum committees and appropriate accrediting boards and commissions, and develop sharable curriculum materials for a core set of courses.

Supporting Early Childhood Educators Through PD System – Selection Criterion (D)(2). A majority of the early childhood workforce in Arizona is from populations who traditionally encounter challenges enrolling in, staying in, and completing college. To support educators, dedicated college counselors will be provided through communities of practice at local community colleges for early childhood scholars in Targeted High Need Regions. Additionally, ECDH, in partnership with BUILD Arizona, will take the lead on implementing a PD registry and website as components of a statewide PD system to provide early childhood educators with information on PD and degree programs, and easily accessible monitoring and tracking of their progress through the Career Ladder.
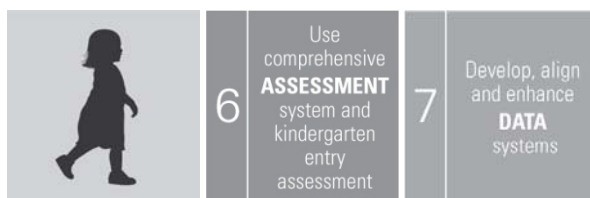
Section E. Use Assessment and Enhance Data. The total RTT-ELC allocations across the four years of the grant are $2,861,000 (see Table I-6). The following projects are supported in this Section:

Implementation of a Common, Statewide Kindergarten Assessment – Selection Criterion (E)(1). Arizona is part of a 10-state consortium that will work together to develop an enhanced assessment system for kindergarten through grade 3. In conjunction with the consortium work, a phased-in implementation of a common statewide kindergarten entry assessment (KEA) will occur by September 2017. Such an assessment will measure children's

skills and competencies in all domains of school readiness, deliver relevant data to classroom teachers and parents to inform instruction, provide feedback on the impact of statewide and community-level systems-change efforts, and link assessment results from preschool with assessments conducted in elementary school.

ADE will coordinate planning discussions between relevant policymakers, develop the scope of work and RFP to select a KEA, develop and oversee professional development around the use of the KEA, and advance a recommendation for a KEA to the State Board of Education. ECDH will collaborate with ADE to ensure consistent messages about the use of the KEA, and the importance of school readiness to promote smooth transitions from birth through entry into the K-12 system, and coordinate with ADE to support professional development to build kindergarten teachers' capacity to interpret and use the KEA assessment and results.

If Arizona is awarded RTT-ELC funding, the Trustees of the Virginia G. Piper Charitable Trust will consider a request for up to $2,900,000 to advance the statewide assessment efforts in Arizona.

Build an Interconnected Data System – Selection Criterion (E)(2). Arizona will build a statewide early learning data system that connects participating state agencies and programs through a federated data entry process, and is interoperable with the statewide longitudinal data system (SLDS) housed within ADE. This data network will build on a significant existing commitment to data collection by allowing relevant data sets to be housed in a central data warehouse. Each PSA will support this work by helping to determine which data sets should be included and by contributing relevant data. All PSAs will use standard data collection formats to ensure uniform data exchange capabilities and interoperability. All PSAs will comply with federal, state and local privacy laws.

ECDH will provide leadership to this effort by providing access to a secure portal, coordinating a multi data point data matching process to associate a SAIS number with each child to ensure interoperability of systems, and facilitating the exchange of essential data elements. Additionally it will facilitate the compilation of data codebooks/dictionaries and create system architecture and business intelligence for the analysis and reporting of data. Development efforts will include the design and deployment of a common, secure, web-based portal where end users (i.e., providers, educators, and parents) can enter using a valid username and password. End users will access consent forms, information they are permitted and

authorized to view, and parents will have the ability to opt out their children's pre-K data from being collected and/or linked to the state's K-20 SLDS if they choose to do so.

Summary

Explanation of how these projects, when taken together, will result in full implementation of the state plan. With RTT-ELC funding, Arizona will accelerate progress in preparing Children with High Needs in targeted areas for school by increasing the number of high quality ELDPs and providing more opportunities for families and Children with High Needs to access high-quality settings (B)(1), (B)(2), and (B)(3). Arizona will encourage quality and consistency in early education through the promotion of the early learning and development standards, which promote instructional consistency and help articulate the entire breadth of skills, competencies and knowledge children need for school success (C)(1). A strong professional development system will bolster well-defined college matriculation and help early childhood professionals navigate their way to a certificate or degree (D)(1) and (D)(2). Emphasizing strong language and literacy rich family environments for Children with High Needs, especially ELLs, will further ensure readiness for school (C)(4). A statewide kindergarten assessment will measure success as a system and provide teachers with the data they need for effective teaching and learning (E)(1). Cross-system data will allow analysis among and between the early childhood and K-12 system. (E)(2). Finally, an inclusive and nimble governance structure will continue to scaffold the system by supporting system leadership, monitoring and evaluating progress, building public awareness and support, and securing and coordinating the financial resources required to develop and sustain the Arizona early childhood system (A).

BUDGET PART II: PARTICIPATING STATE AGENCY

Budget Part II is organized by participating state agency so that the Budget Part II – Narrative immediately follows the Budget Part II – Tables for each agency. The participating state agencies are:

- *Arizona* Early Childhood Development and Health Board
- Arizona Department of Education
- Arizona Department of Economic Security
- Arizona Department of Health Services

ARIZONA EARLY CHILDHOOD DEVELOPMENT AND HEALTH BOARD (ECDH)

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *Arizona Early Childhood Development and Health Board*					
1. Personnel	656,600	623,100	629,800	634,825	2,544,325
2. Fringe Benefits	249,900	237,150	239,700	241,613	968,363
3. Travel	19,600	18,600	18,800	18,950	75,950
4. Equipment	14,700	13,950	14,100	14,213	56,963
5. Supplies	119,200	117,200	117,600	117,900	471,900
6. Contractual	537,000	226,000	226,000	226,000	1,215,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	1,597,000	1,236,000	1,246,000	1,253,500	5,332,500
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	5,904,000	12,554,000	12,554,000	9,079,000	40,091,000
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. **Total Grant Funds Requested** (add lines 9-12)	7,601,000	13,890,000	13,900,000	10,432,500	45,823,500

Budget Table II-1: Participating State Agency
(Evidence for selection criterion (A)(4)(b))
Arizona Early Childhood Development and Health Board

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
14. Funds from other sources used to support the State Plan	73,204,200	74,155,900	75,119,900	76,096,500	298,576,500
15. **Total Budget** (add lines 13-14)	**80,805,200**	**88,045,900**	**89,019,900**	**86,529,000**	**344,400,000**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
Line 12: The Participating State Agency's allocation of the $400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Table II-2: Participating State Agency
(Evidence for selection criterion (A)(4)(b))
Arizona Early Childhood Development and Health Board

Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Section A	63,972,200	64,773,900	66,247,900	64,342,000	259,336,000
Section B	4,560,000	11,360,000	10,860,000	10,275,000	37,055,000
Section C	5,784,000	6,234,000	6,234,000	6,234,000	24,486,000
Section D	2,096,000	2,046,000	2,046,000	2,046,000	8,234,000
Section E	4,393,000	3,632,000	3,632,000	3,632,000	15,289,000
Total Budget	80,805,200	88,045,900	89,019,900	86,529,000	344,400,000

The Arizona ECDH will serve as the lead agency for the state plan. Its responsibilities will include:

- Overall program management, strategic planning, and policy development
- Serving as the grant manager and liaison to federal partners
- Recruiting more providers of various types into the TQRIS
- Leading efforts to disseminate information to the public
- Funding scholarships for children to attend quality programs as well as professional development projects
- Coordinating the development of an interconnected data system.

Over the four-year grant period, ECDH will receive a total of $45.8 million. Additionally, another $298.6 million in ECDH's state funding will be used to support the aims of the state plan. Following is a description of the specific uses of these funds.

1) Personnel

After the initial ramp-up period, funds will support approximately six full-time equivalent (FTE) positions within ECHD. These staff will be a mix of existing staff redeployed to the state plan and new hires.

A full-time project manager will be assigned to oversee the various initiatives incorporated in the state plan. The project manager will provide strategic and tactical leadership, facilitate intra- and inter-agency communications, and serve as the primary liaison to federal partners.

Program staff throughout the organization will be involved in carrying out the state plan, providing for seamless integration of the state plan and existing programs. This will ensure both that existing programming reaps the benefits of the enhancements to be made via the state plan and ensure the sustainability of the improvements after the grant period has ended.

Additionally, staff members throughout the organization will provide support to the state plan in a variety of areas, including:

- Policy research specialists who will assist in the development of successful programs consistent with national best practices
- Communications staff who will develop materials to articulate the state plan's vision, goals, and – ultimately – accomplishments to families, early care providers and stakeholders, and the general public

- Procurement specialists who will oversee the purchasing of contracted services

- Systems programmers staff to facilitate the sharing of data and longitudinal tracking

- Program evaluators to measure the effectiveness and success of state plan initiatives

- Financial and data analysts.

2) Fringe Benefits

The budget uses a 38.0 % employee related expenses (ERE) rate in order to cover the cost of the State's benefit package, including mandatory benefits (FICA, unemployment insurance, etc.), health and dental insurance, and contributions to the Arizona State Retirement System (ASRS).

3) Travel

Travel costs were estimated assuming $2,000 per FTE per year. These funds will be used to support transportation costs for travel to attend meetings and trainings. All reimbursements will be paid consistent with Arizona State policies for mileage, lodging, per diem, and other travel costs.

4) Equipment

Equipment costs were estimated assuming $1,500 per FTE per year. These costs are primarily associated with computers and related equipment.

5) Supplies

Supply costs were estimated assuming $4,000 per FTE per year. These costs are associated with office space, telephone and internet access, office supplies, etc. Additionally, $80,000 will be used for the purchase of a child assessment tool.

6) Contractual

ECDH will issue a number of contracts to support the state plan, including:

- Support for implementation and monitoring of High Quality Plan

- Validation of the TQRIS rating scale

- Assistance in the establishment of family support and engagement models for Children with High Needs

- A consultant to assist in implementing a degree pathway for early child care workers

- Implementation of, and training on, the child assessment tool.

7) Training Stipends

ECDH will not use any grant funds for training stipends.

8) Other

ECDH will not use any grant funds for purposes other than those specified in the delineated budget categories.

9) Total Direct Costs

ECDH's direct costs will total $5,332,500 over the four-year grant period.

10) Indirect Costs

ECDH will not allocate indirect costs to this grant.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

The majority of grant funds – 88% of all ECDH grant dollars and 81% of the total grant request – will be distributed by ECDH to partner organizations. These grants are a key piece of several state plan initiatives.

Over the term of the grant, more than $19 million in grant funds will be directed to increase the number of children receiving quality early care and education services by expanding the number of programs participating in TQRIS. Investment will be directed to programs in the four Targeted High Need Regions in the initial year of the grant period. By the end of the grant period, it is intended that half of all DHS-regulated early care programs will be participating in TQRIS.

Nearly $6.7 million in grant funds will be used to expand supports for early care programs already participating in TQRIS in the four Targeted High Need Regions. These supports will include consultation and training to child care providers about how to best meet the needs of children with special needs, mental health consultation, and professional development opportunities. Further, more than $3.6 million will be granted to early care and education providers to support staff and material costs for early screening, formative assessment, and identification of children with special needs in the four Targeted High Need Regions as well as training on how to use this information.

ECDH will grant $675,000 over the course of the grant to the Inter Tribal Council of Arizona (ITCA) to assist in collaborating with Indian governments. Part of this effort will include convening Indian early childhood entities to develop a culturally responsive set of health and safety standards.

Approximately $800,000 will be directed over the four years of the grant towards enhancing and expanding family support system in the four Targeted High Need Regions. Components of this system include telephone hotlines, community-based programs, and home visitation programs. The funding will enhance the academic and cultural elements of these programs and permit them to reach more Children with High Needs.

More than $7.6 million will be granted to a number of organizations to deliver professional development service to early care workers. Initiatives include a coaching academy, funding staff at community colleges in the four Targeted High Need Regions to mentor early childhood scholars, and administration of a workforce registry.

12) Funds set aside for participation in grantee technical assistance

Consistent with application requirements, $400,000 has been set aside for ECDH staff to participate in grantee technical assistance.

13) Total Funds Requested

The total funding request for ECDH over the four year grant period is $45,823,500.

14) Other Funds Allocated to the State Plan

ECDH's primary revenue source – a tax on tobacco products – is dedicated to early childhood development and health programs. Throughout the duration of the grant, ECDH will be using these funds to supplement grant dollars for most state plan initiatives. Additionally, this permanent, flexible fund source will ensure the sustainability of the state plan after the grant period has ended as ECDH will have the means to provide ongoing support to each of the state plan initiatives.

15) Total Budget

As detailed in Table II-1, **ECDH's total all-sources budget over the four year grant period will be $344.4 million.**

BUDGET: INDIRECT COST INFORMATION

Arizona Early Childhood Development and Health Board

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

◯ YES

◉ NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement:

     From: To:

Approving Federal agency: ___ED _ __HHS ___Other

ARIZONA DEPARTMENT OF EDUCATION (ADE)

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *Arizona Department of Education*					
1. Personnel	394,464	416,248	445,685	475,123	1,731,520
2. Fringe Benefits	150,132	158,423	169,627	180,830	659,012
3. Travel	11,775	12,425	13,304	14,183	51,687
4. Equipment	8,831	9,319	9,978	10,637	38,765
5. Supplies	23,550	24,851	26,608	28,366	103,375
6. Contractual	0	50,000	100,000	150,000	300,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	588,752	671,266	765,202	859,139	2,884,359
10. Indirect Costs*	81,248	85,734	91,798	97,861	356,641
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	400,000	1,300,000	1,700,000
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. **Total Grant Funds Requested** (add lines 9-12)	670,000	757,000	1,257,000	2,257,000	4,941,000
14. Funds from other sources used to support the State Plan	4,200,000	4,400,000	4,500,000	4,700,000	17,800,000
15. **Total Budget** (add lines 13-14)	4,870,000	5,157,000	5,757,000	6,957,000	22,741,000

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *Arizona Department of Education*					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Line 12: The Participating State Agency's allocation of the $400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant. Line 13: This is the total funding requested under this grant. Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.					

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *Arizona Department of Education*					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Section A	3,935,000	4,135,000	4,235,000	4,435,000	16,740,000
Section B	375,000	375,000	375,000	375,000	1,500,000
Section C	360,000	447,000	447,000	447,000	1,701,000
Section D	0	0	0	0	0
Section E	200,000	200,000	700,000	1,700,000	2,800,000
Total Budget	4,870,000	5,157,000	5,757,000	6,957,000	22,741,000

As described in this application and consistent with its Memorandum of Understanding, the Arizona Department of Education will have a number of responsibilities within the state plan, including:

- Participating in System Integration Task Force and Interagency Director's Coordinating Council meetings

- Leading the development of a comprehensive Kindergarten Entry Assessment

- Supporting the refinement and expansion of TQRIS

- Partnering in the development of an interconnected data system

- Sustaining the state plan by integrating system enhancements developed through this grant into ongoing programs, such as special education.

Over the four-year grant period, ADE will receive a total of $4,941,000. Additionally, another $17.8 million in funding from other sources will support the aims of the state plan. Following is a description of the specific uses of these funds.

1) Personnel

Grant funds will support approximately four FTE positions within ADE. It is anticipated that much of these staff hours will be temporary redeployments of existing employees in order to achieve the goals of the state plan.

In particular, a single staff person will be responsible for coordinating state plan activities across the ADE programs supporting the state plan. At various times during the term of the grant, various staff will be assigned to the project on an as-needed basis. These staff may include policy developers, procurement specialists, data analysts, and programmers.

2) Fringe Benefits

The budget uses a 38.0% ERE rate in order to cover the cost of the State's benefit package, including mandatory benefits (FICA, unemployment insurance, etc.), health and dental insurance, and contributions to the ASRS.

3) Travel

Travel costs were estimated assuming $2,000 per FTE per year. These funds will be used to support transportation costs for travel to attend meetings and trainings. All reimbursements will be paid consistent with Arizona State policies for mileage, lodging, per diem, and other travel costs.

4) Equipment

Equipment costs were estimated assuming $1,500 per FTE per year. These costs are primarily associated with computers and related equipment.

5) Supplies

Supply costs were estimated assuming $4,000 per FTE per year. These costs are associated with office space, telephone and internet access, office supplies, etc.

6) Contractual

ADE will not use any grant funds for contracts.

7) Training Stipends

ADE will not use any grant funds for training stipends.

8) Other

ADE will not use any grant funds for purposes other than those specified in the delineated budget categories.

9) Total Direct Costs

ADE's direct costs will total $2,884,359 over the four-year grant period.

10) Indirect Costs

At an indirect cost rate of 13.8%, ADE's indirect costs will total $356,641 over the four-year grant period.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

In years three and four of the grant, ADE will distribute funds to one school in each of the four Targeted High Need Regions in order to offset the cost of their participating in the piloting of the kindergarten assessment.

12) Funds set aside for participation in grantee technical assistance

No funds have been set aside for ADE staff to participate in grantee technical assistance.

13) Total Funds Requested

The total funding request for ADE over the four year grant period is $4,941,000.

14) Other Funds Allocated to the State Plan

ADE will also direct existing funding to support the state plan. For example, staff and resources will be directed to plan initiatives including, for example:

- Time spent coordinating within ADE and across all participating state agencies
- Recruiting additional publicly funded programs to participate in TQRIS
- Directing staff and materials to explain the kindergarten assessment to parents and the public
- Providing technical assistance to schools piloting the kindergarten assessment, including the development of management reports.

Additionally, ADE will work to ensure coordination between the state plan and existing disabilities programs funded with IDEA dollars, thereby sustaining plan initiatives once the grant period has concluded.

15) Total Budget

As detailed in Table II-1, **ADE's total all-sources budget over the four year grant period will be $22.7 million.**

BUDGET: INDIRECT COST INFORMATION

Arizona Department of Education

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

⊙ YES

○ NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement:

    From: 07/01/2013   To: 06/30/2014

Approving Federal agency: _X_ ED   ___HHS   ___Other

ARIZONA DEPARTMENT OF ECONOMIC SECURITY (DES)

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *Arizona Department of Economic Security*					
1. Personnel	98,369	98,369	98,369	98,369	393,476
2. Fringe Benefits	37,439	37,439	37,439	37,439	149,756
3. Travel	2,936	2,936	2,936	2,936	11,744
4. Equipment	2,202	2,202	2,202	2,202	8,808
5. Supplies	5,873	5,873	5,873	5,873	23,492
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	146,819	146,819	146,819	146,819	587,276
10. Indirect Costs*	33,181	33,181	33,181	33,181	132,724
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. **Total Grant Funds Requested** (add lines 9-12)	**180,000**	**180,000**	**180,000**	**180,000**	**720,000**
14. Funds from other sources used to support the State Plan	109,800,000	111,200,000	112,600,000	114,000,000	447,600,000
15. **Total Budget** (add lines 13-14)	**109,980,000**	**111,380,000**	**112,780,000**	**114,180,000**	**448,320,000**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *Arizona Department of Economic Security*					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Line 12: The Participating State Agency's allocation of the $400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant. Line 13: This is the total funding requested under this grant. Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.					

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *Arizona Department of Economic Security*					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Section A	107,330,000	108,730,000	110,130,000	111,530,000	437,720,000
Section B	2,100,000	2,100,000	2,100,000	2,100,000	8,400,000
Section C	250,000	250,000	250,000	250,000	1,000,000
Section D	0	0	0	0	0
Section E	300,000	300,000	300,000	300,000	1,200,000
Total Budget	109,980,000	111,380,000	112,780,000	114,180,000	448,320,000

As described in this application and consistent with its Memorandum of Understanding, the Arizona Department of Economic Security will have a number of responsibilities within the state plan, including:

- Participating in System Integration Task Force and Interagency Director's Coordinating Council meetings

- Supporting the refinement and expansion of TQRIS

- Partnering in the development of an interconnected data system

- Sustaining the state plan by integrating system enhancements developed through this grant into ongoing programs, including the State's Child Care and Development Fund (CCDF) and early intervention programs.

Over the four-year grant period, DES will receive a total of $720,000. Additionally, another $447.6 million in funding from other sources will support the aims of the state plan. Following is a description of the specific uses of these funds.

1) Personnel

Grant funds will support approximately 1.5 FTE positions within DES. It is anticipated that much of these staff hours will be temporary redeployments of existing employees in order to achieve the goals of the state plan.

In particular, a single staff person will be responsible for coordinating state plan activities across the DES programs supporting the state plan, including the Child Care Administration, the Arizona Early Intervention Program, and Healthy Families – DES' home visitation program. Each of these programs will assign a staff person to act as a liaison to other participating state agencies.

At various times during the term of the grant, various staff will be assigned to the project on an as needed basis. These staff may include policy developers, procurement specialists, data analysts, and programmers.

2) Fringe Benefits

The budget uses a 38.0% ERE rate in order to cover the cost of the State's benefit package, including mandatory benefits (FICA, unemployment insurance, etc.), health and dental insurance, and contributions to the ASRS.

3) Travel

Travel costs were estimated assuming $2,000 per FTE per year. These funds will be used to support transportation costs for travel to attend meetings and trainings. All reimbursements will be paid consistent with Arizona State policies for mileage, lodging, per diem, and other travel costs.

4) Equipment

Equipment costs were estimated assuming $1,500 per FTE per year. These costs are primarily associated with computers and related equipment.

5) Supplies

Supply costs were estimated assuming $4,000 per FTE per year. These costs are associated with office space, telephone and internet access, office supplies, etc.

6) Contractual

DES will not use any grant funds for contracts.

7) Training Stipends

DES will not use any grant funds for training stipends.

8) Other

DES will not use any grant funds for purposes other than those specified in the delineated budget categories.

9) Total Direct Costs

DES' direct costs will total $587,276 over the four-year grant period.

10) Indirect Costs

At an indirect cost rate of 22.6%, DES' indirect costs will total $132,724 over the four-year grant period.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

DES will not distribute any grant funds to other partners.

12) Funds set aside for participation in grantee technical assistance

No funds have been set aside for DES staff to participate in grantee technical assistance.

13) Total Funds Requested

The total funding request for DES over the four year grant period is $720,000.

14) Other Funds Allocated to the State Plan

A number of other DES fund sources will be used to support the state plan, including Child Care and Development Fund (CCDF) dollars and other state and federal funds that support DES' child care program, IDEA Part C dollars, and state dollars that are part of the Healthy Families home visitation program.

DES will evaluate opportunities to align the use of CCDF quality set-aside funds with the TQRIS as contracts expire and these funds become available. For example, the Child Care Resource and Referral (CCR&R) program will be used to provide information on child care providers licensing and quality status to the public.

Other fund sources will also support other outreach efforts to families, enhance the literacy component of the Healthy Families home visitation program, and fund programming staff working on integrating systems.

Finally, the majority of funds will be used to sustain the programs and enrollment levels of DES' participating programs after the enhancements envisioned by the state plan have been completed.

15) Total Budget

As detailed in Table II-1, **DES' total all-sources budget over the four year grant period will be <mark>$448.3 million.</mark>**

BUDGET: INDIRECT COST INFORMATION

Arizona Department of Economic Security

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

⊙ YES

○ NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement:

From: 07/01/2013   To: 06/30/2014

Approving Federal agency: ___ED _X__HHS ___Other

ARIZONA DEPARTMENT OF HEALTH SERVICES (DHS)

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *Arizona Department of Health Services*					
1. Personnel	104,547	133,588	133,588	133,588	505,311
2. Fringe Benefits	39,790	50,843	50,843	50,843	192,319
3. Travel	3,121	3,988	3,988	3,988	15,085
4. Equipment	2,341	2,991	2,991	2,991	11,314
5. Supplies	6,242	7,975	7,975	7,975	30,167
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	156,041	199,385	199,385	199,385	754,196
10. Indirect Costs*	23,959	30,615	30,615	30,615	115,804
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. **Total Grant Funds Requested** (add lines 9-12)	**180,000**	**230,000**	**230,000**	**230,000**	**870,000**
14. Funds from other sources used to support the State Plan	12,400,000	12,900,000	13,400,000	14,000,000	52,700,000
15. **Total Budget** (add lines 13-14)	**12,580,000**	**13,130,000**	**13,630,000**	**14,230,000**	**53,570,000**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *Arizona Department of Health Services*					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Line 12: The Participating State Agency's allocation of the $400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant. Line 13: This is the total funding requested under this grant. Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.					

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *Arizona Department of Health Services*					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Section A	11,930,000	12,430,000	12,930,000	13,530,000	50,820,000
Section B	250,000	250,000	250,000	250,000	1,000,000
Section C	250,000	300,000	300,000	300,000	1,150,000
Section D	50,000	50,000	50,000	50,000	200,000
Section E	100,000	100,000	100,000	100,000	400,000
Total Budget	12,580,000	13,130,000	13,630,000	14,230,000	53,570,000

As described in this application and consistent with its memorandum of understanding, the Arizona Department of Health Services will have a number of responsibilities within the state plan, including:

- Participating in System Integration Task Force and Interagency Director's Coordinating Council meetings

- Incorporating TQRIS principles into licensure status

- Partnering in the development of an interconnected data system

- Sustaining the state plan by integrating system enhancements developed through this grant into ongoing programs, including the State's *Maternal, Infant, and Early Childhood Home Visiting* program.

Over the four-year grant period, DHS will receive a total of $870,000. Additionally, another $52.7 million in funding from other sources will support the aims of the state plan. Following is a description of the specific uses of these funds.

1) Personnel

Grant funds will support approximately 1.5 FTE positions within DHS. It is anticipated that much of these staff hours will be temporary redeployments of existing employees in order to achieve the goals of the state plan.

In particular, a single staff person will be responsible for coordinating state plan activities across the DHS programs supporting the state plan, including the *Maternal, Infant, and Early Childhood Home Visiting* program as well as the licensing office. Each of these programs will assign a staff person to act as a liaison to other participating state agencies.

At various times during the term of the grant, various staff will be assigned to the project on an as needed basis. These staff may include policy developers, procurement specialists, data analysts, and programmers.

2) Fringe Benefits

The budget uses a 38.0% ERE rate in order to cover the cost of the State's benefit package, including mandatory benefits (FICA, unemployment insurance, etc.), health and dental insurance, and contributions to the ASRS.

3) Travel

Travel costs were estimated assuming $2,000 per FTE per year. These funds will be used to support transportation costs for travel to attend meetings and trainings. All reimbursements will be paid consistent with Arizona State policies for mileage, lodging, per diem, and other travel costs.

4) Equipment

Equipment costs were estimated assuming $1,500 per FTE per year. These costs are primarily associated with computers and related equipment.

5) Supplies

Supply costs were estimated assuming $4,000 per FTE per year. These costs are associated with office space, telephone and internet access, office supplies, etc.

6) Contractual

DHS will not use any grant funds for contracts.

7) Training Stipends

DHS will not use any grant funds for training stipends.

8) Other

DHS will not use any grant funds for purposes other than those specified in the delineated budget categories.

9) Total Direct Costs

DHS' direct costs will total $754,196 over the four-year grant period.

10) Indirect Costs

At an indirect cost rate of 16.6% of direct support staff wages and benefits, DHS' indirect costs will total $115,804 over the four-year grant period.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

DHS will not distribute any grant funds to other partners.

12) Funds set aside for participation in grantee technical assistance

No funds have been set aside for DHS staff to participate in grantee technical assistance.

13) Total Funds Requested

The total funding request for DHS over the four year grant period is $870,000.

14) Other Funds Allocated to the State Plan

A number of other DHS fund sources will be used to support the state plan, including the Maternal and Child Health Services Block Grant Program (Title V), the *Maternal, Infant, and Early Childhood Home Visiting* program grant, and funding from the licensing office. These funds will support the integration of TQRIS principles into its child care licensure policies and procedures as well as the *Maternal, Infant, and Early Childhood Home Visiting program. Additionally, funds will be used to provide outreach to families that use these programs. These strategies will support the long-term sustainability of the state plan once the grant period has ended.*

15) Total Budget

As detailed in Table II-1, **DHS' total all-sources budget over the four year grant period will be $53.6 million.**

BUDGET: INDIRECT COST INFORMATION

Arizona Department of Health Services

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

⊙ YES

○ NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement:

    From: 07/01/2013   To: 06/30/2014

Approving Federal agency: ___ED _X__HHS ___Other